DOCUMENT RESUME

ED 402 796 FL 801 126

TITLE	Healthy Beginnings: Lead Safe Families. An English as a Second Language Curriculum on Lead Poisoning Prevention.
INSTITUTION	Education Development Center, Inc., Newton, Mass.
SPONS AGENCY	Environmental Protection Agency, Boston, Mass. New England Regional Office.
PUB DATE	96
NOTE	234p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	Adult Education; Curriculum Guides; Daily Living Skills; *English (Second Language); Glossaries; *Health Education; *Health Promotion; Health Services; *Housing; Interpersonal Communication; *Lead Poisoning; Nutrition Instruction; Prevention; Uncommonly Taught Languages; Vocabulary Development

ABSTRACT

The materials are designed to help teachers of English as a Second Language (ESL) at all levels educate adult students about hazards and prevention of lead poisoning, and to encourage use of English within the context of daily living situations. The materials consist of: a teacher's guide that describes the instructional units and lists resources for further information and assistance in lead poisoning prevention; a six-unit curriculum for ESL beginners; a parallel nine-unit curriculum for intermediate and advanced ESL learners; and a volume containing glossaries for each unit in Chinese, Haitian Creole, Khmer, Polish, Portuguese, Russian, Spanish, and Vietnamese. Each instructional unit poses a specific situation relating to lead hazards and shows students how to protect their families. Vocabulary lists, workbook-style questions, sentence completion exercises, and illustrated checklists are included. Topics of the instructional units include: going to the doctor; identifying symptoms of illness; making water safe to drink; preparing and storing food; avoiding dangers in the dirt; finding the right home; identifying household hazards; making the home safe; and renovating the home. (MSE)
(Adjunct ERIC Clearinghouse on Literacy Education)

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Healthy Beginnings: Lead Safe Families

An English as a Second Language Curriculum on Lead Poisoning Prevention

Teacher's Guide

Developed by Education Development Center, Inc. with support from the New England Office of the U.S. Environmental Protection Agency

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1 Acknowledgments

The development of *Healthy Beginnings: Lead Safe Families* involved the active and intense collaboration of many individuals who represent a union between the professions of health and literacy education. This easy-to-use curriculum responds to the environmental health concerns of adult speakers of English as a Second Language. With funding from the New England Office of the U.S. Environmental Protection Agency (EPA), *Healthy Beginnings* project staff developed, pilot-tested, and evaluated the original version of this curriculum. Following the evaluation, *Healthy Beginnings* staff worked together to revise the ESL materials to reflect evaluation findings.

The project staff of Education Development Center, Inc. (EDC) wish to express gratitude to EPA-New England for its long-standing support of environmental education and justice. In particular, we would like to thank our project officer, Alice Kaufman, for her valuable advice and continued support of this project from inception to completion. We would also like to express a special thanks to the EPA Region I Lead Coordinator, Ann Carroll, M.P.H., for her continued support and input.

The project staff also appreciate the invaluable assistance provided by the *Healthy Beginnings* advisors and reviewers, as an expression of their commitment to lead poisoning prevention, environmental justice, and health and literacy education.

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We would like to thank Clare Perry, M.Ed., ESL instructor, who provided valuable assistance and advice during the development of the ESL materials, and Sandy Belk, who created the original layout and design of the pilot-test materials.

We would also like to thank Thad Davis for his assistance in coordinating the translation of lesson vocabulary and Christopher Hass for providing desktop publishing assistance on the pilot-test version of *Healthy Beginnings*.

2 Welcome to Healthy Beginnings

April 1996

Dear Teacher:

Lead poisoning is a serious problem. The American Academy of Pediatrics has identified it as one of the most dangerous toxicological hazards facing young children in New England and across the United States.

Children in minority and low-income communities, including linguistic minorities, are affected most by high blood lead levels. Lead poisoning can cause learning problems and affect academic performance, loss of hearing, and behavioral problems later in life.

Despite the scope of the problem, we know what causes lead poisoning and we know how to prevent it. In fact, there are simple steps families can take to protect their children from this pervasive environmental hazard.

EPA-New England's commitment to ensure that equal environmental protection is provided to all New Englanders has meant the development of many new programs in the region's disadvantaged communities and urban centers. An example of this effort is *Healthy Beginnings: Lead Safe Families*—a curriculum for teaching critical lead poisoning prevention information to students as part of their adult English as a Second Language (ESL) classes.

This curriculum will help adults learning English understand the risks of lead poisoning. It offers simple, practical steps to help prevent this problem in their homes. Equally important, this curriculum is designed to help ESL instructors teach English by presenting information about lead within the context of everyday life.

You need not become an expert in lead poisoning prevention. The Teacher's Guide lists New England state experts in lead poisoning prevention that your students can call or write to for additional information.

Thank you for your continued commitment to help new Americans adjust to life in this country and to help them learn how to reduce risks of childhood lead poisoning.

Sincerely,

John P. DeVillars
Regional Administrator

7

3 Purpose of Healthy Beginnings

Lead poisoning is one of the most pervasive toxicological hazards facing young children in the United States today. Studies of pollution and environmental stresses in New England show that lead presents one of the highest health risks in the region.

Children in minority and low-income communities—including those for whom English is a second language—are at increased risk for lead poisoning because they tend to live in older, unmaintained homes. The effects of high blood lead levels for children may include poor academic performance, loss of hearing, and behavioral problems later in life.

To reduce and eliminate lead poisoning among those groups most at risk, Education Development Center, Inc. (EDC), in partnership with the U.S. Environmental Protection Agency (EPA), has developed *Healthy Beginnings: Lead Safe Families* to integrate lead poisoning prevention into community-based adult English as a Second Language (ESL) programs.

The purpose of this curriculum is twofold. First, it is designed to help adults understand how their children may be at risk for lead poisoning and the simple steps they can take to prevent lead poisoning among their children. Because occurrences of severe lead poisoning are relatively rare, the emphasis of the curriculum is to empower parents and other adults to make changes in their environments rather than alarm or scare them about lead poisoning.

Second, the curriculum is designed to help ESL instructors encourage use of English and present lead information within the context of daily living situations that new English speakers face. *Healthy Beginnings* was developed to raise overall English literacy and health-related skills, not to teach English grammar skills. The units teach important health skills such as communication, risk assessment, self-advocacy, decisionmaking, and healthy self-management.

Teachers and students are encouraged to make copies of *Healthy Beginnings* to share with colleagues, friends, and family.

4 Using Healthy Beginnings

We do not prescribe an approach to using *Healthy Beginnings*. You may teach the units in any order. In fact, you may want to let students set the course for discussing lead poisoning prevention issues that have special relevance for them.

Can the units be used individually or must they be used as a package? Each unit has been developed to stand alone and to be used with students at beginner's, intermediate, and advanced ESL. The revised units can be used independently, in conjunction with other materials in a longer, more detailed course of study, or as a supplement to materials already in use. Used as a whole, the revised package constitutes a comprehensive lead poisoning prevention curriculum for ESL students.

Teachers will notice that the individual units contain much repetition. The reason for repetition is to allow teachers who are extremely pressed for time to be able to convey most of the key lead poisoning prevention points by teaching only one or two units. Some units tend to be more comprehensive than others. For example, a teacher with little time to devote to lead poisoning prevention would want to select a more comprehensive unit, such as "Making Your Home Safe" or "Going to the Doctor." Whereas a teacher who would like to devote more time to lead poisoning prevention might want to teach individual units on lead in the soil, water, and food.

Can* Healthy Beginnings *be integrated into other ESL lessons? *Healthy Beginnings* can be integrated into ESL lessons that examine general topics related to housing, food or nutrition, and health services. In fact, *Healthy Beginnings* was designed to parallel these topics and to teach important health-related skills, such as self-advocacy, communication, and risk assessment. For example, teachers focusing on housing issues might want to integrate the units on "Finding the Right Home" and "Renovating Your Home" into their lesson plans. The table below illustrates how *Healthy Beginnings* units relate to typical ESL topics.

Unit	*Topic*		
	Housing	**Food/Nutrition**	**Health Services**
Going to the Doctor			√
Identifying Symptoms of Illness			√
Making Water Safe to Drink	√	√	
Preparing and Storing Food		√	
Avoiding Dangers in the Dirt	√	√	
Finding the Right Home	√		
Identifying Household Hazards	√		
Making Your Home Safe	√		
Renovating Your Home	√		

Is the teacher expected to be an expert on lead poisoning prevention? Teachers are not expected to be experts in lead poisoning prevention. We recognize that ESL instructors are expected and encouraged to teach a range of health-related topics and cannot possibly become experts in all of these. Should you have questions regarding any of the content, please call or write to your local health department's childhood lead poisoning prevention program or the Environmental Protection Agency for accurate and up-to-date information on lead hazard identification and lead poisoning prevention.

How should the teacher handle student questions about landlord and tenant rights and responsibilities? Perhaps the best way to handle student questions regarding lead poisoning prevention is to refer students to their local or state health department's childhood lead poisoning prevention program. Landlord and tenant rights and responsibilities regarding lead poisoning prevention differ from state to state. Massachusetts, for example, has some of the toughest lead laws in the country. Landlords in Massachusetts are required to disclose and prove to tenants with children the presence or absence of lead on their properties. Moreover, landlords who rent to families with children are required within a specific time period to delead their apartments. Such strict laws have created a difficult situation for potential tenants and homeowners. Many tenants are illegally turned away by landlords who do not want to rent to families with children for fear that they will have to delead their apartments—a very expensive undertaking. Other states do not have such strict lead laws, but do have laws in place that outline landlord responsibilities regarding the prevention of lead poisoning. Tenants in other New England states may also hold their landlords accountable when their children are poisoned by lead in the apartment. For more information, call or write to your local childhood lead poisoning prevention program.

Does* Healthy Beginnings *teach English grammar? The curriculum is designed to help ESL instructors encourage use of English and present lead information within the context of daily living issues that new English speakers face. *Healthy Beginnings* was not necessarily developed to teach English grammar skills as much as it was to raise overall English literacy and health-related skills. Teachers may want to supplement the *Healthy Beginnings* units with grammar exercises.

What are some of the ways I can supplement these materials? We strongly encourage ESL teachers to supplement these units with related materials and activities. Many of the pilot-site teachers supplemented the *Healthy Beginnings* materials with English grammar exercises, illustrations or photographs of houses, and photocopies of articles on lead poisoning. One pilot-site teacher invited guest speakers from the state health department's childhood lead poisoning prevention program. Other pilot-site teachers asked students to collect soil, paint, and water samples from their homes and then sent the samples to be lab-tested for lead content. One teacher even brought a lead paint test kit to class. Other suggestions from pilot sites included class field trips such as visiting a doctor's office or clinic and walking through a house to identify trouble spots for lead hazards.

5 Description of the Units

We have developed nine units for use at the intermediate/advanced ESL level and six units for the beginner's level. Each unit is a complete teaching package: it poses a specific situation relating to lead hazards and shows people how to protect their families. Vocabulary lists, workbook style questions, sentence completion exercises, and illustrated checklists are included in each unit. The nine units at the intermediate/advanced level are listed and described below; the beginner's level curriculum parallels the intermediate/advanced curriculum.

Going to the Doctor
Identifying Symptoms of Illness
Making Water Safe to Drink
Preparing and Storing Food
Avoiding Dangers in the Dirt
Finding the Right Home
Identifying Household Hazards*
Making Your Home Safe*
Renovating Your Home*

Going to the Doctor

In this unit, students are encouraged to think about the importance of routine lead screening at sick or well-child visits to the doctor. Through patient-physician dialogues, students learn that children under the age of six are most at risk for lead poisoning and that all children between the ages of nine months and six years should be checked for lead. These tests are very important for children who live or spend time in older buildings that may have lead paint. Students also role-play a conversation between a parent and a doctor to help strengthen their communication skills with physicians and other health care providers about health concerns such as lead poisoning. Students learn that blood tests can help determine if someone has taken too much lead before they show any outward signs of illness and that a lead test result of 10 micrograms per deciliter may be considered dangerous to children. Finally, students explore ways that parents can help limit the effects of lead poisoning such as getting good medical care for their child(ren), feeding their child(ren) a nutritious and balanced diet, and keeping objects that have lead away from their child(ren).

Identifying Symptoms of Illness

This unit helps students develop a vocabulary for describing their symptoms of illness, including those symptoms associated with severe lead poisoning (e.g., a lead test result that is equal to or greater than 20 micrograms of lead per deciliter). Through a series of patient-provider dialogues and discussion exercises, students review the general symptoms of illness and the symptoms of serious

*Only available in the intermediate/advanced version.

lead poisoning, such as stomachaches, loss of appetite, loss of interest in play, and irritability. Students learn that most children who have lead poisoning never look sick. In unit activities, they read and talk about how lead poisoning can cause learning disabilities, behavior problems, emotional retardation, and stunted growth later in life. Most important, students learn that prevention is the best way to protect children from lead poisoning because no treatment completely removes lead from the body.

Making Water Safe to Drink

In this unit, students learn how to test their water for lead and strategies for reducing lead content in water. Through reading, discussion, and written exercises, students learn that they should test their water if their supply comes from a drinking well, pipes with lead solder, or water known to be very corrosive. Students are encouraged to collect water samples from home. They also discover where they can get their water tested (i.e., at certified laboratories). Students talk about and distinguish between safe and unsafe levels of lead in the water. They learn that if water has too much lead, families can reduce the risk of lead poisoning by running the faucet for a minute before drinking the water, and cooking or washing vegetables with cold water. Students also examine more costly solutions, such as using bottled water and installing a recommended filter. This unit also includes some discussion of pregnancy and lead. Students learn that lead can pass to the fetus and that lead exposure during pregnancy may result in miscarriage, low birth weight, birth defects, and slower development in children. Students review precautions that pregnant women can take to protect themselves and the fetus from lead poisoning.

Preparing and Storing Food

In this unit, students examine the number of ways lead can get into food: lead dust settles on food stored in open containers; lead-based glazes on handmade or imported dishes leach into the food; lead from the soil in city gardens can be absorbed into vegetables; and lead in the water gets on food during cooking. Through reading, discussion, and written activities, students learn ways that families can carefully prepare and store food so that it is not contaminated with lead. Students also review some additional household changes that reduce the risk of lead in the home; changes that do not take much time and can easily become part of their everyday lives. Students learn that one important way to reduce the amount of lead children absorb is by preparing and feeding them nutritious and balanced meals. At the end of the unit, students practice developing balanced and nutritious menus that include foods high in calcium, iron, and vitamin C.

Avoiding Dangers in the Dirt

Through a story about growing food in the city, students learn ways to test for lead in the soil and strategies for reducing children's exposure to lead. Students learn that almost all the lead in soil comes from lead-based paint chips flaking from homes. They learn that the danger of lead in soil depends on the amount of

lead in the soil around the house and the amount of soil that gets into children. In general, vegetables that are grown in soil containing lead do not absorb much lead, but students learn that they should wash these vegetables carefully to remove any soil. To determine if their soil contains lead, students can collect soil samples from areas in their yard where children normally play and send the samples to laboratories for testing. They discuss what levels of lead are dangerous in soil and precautions they should take to reduce children's exposure to lead in the soil.

Finding the Right Home

For many new immigrants in this country, finding the right home is an important issue. Each family will have its own decision to make when it rents an apartment or buys a house. This unit explores the factors that families consider when selecting a home with a special emphasis on identifying risks of lead poisoning. Students identify, through a conversation between landlord and potential tenant, the things that may indicate lead hazards, such as a house built before 1978; peeling or chipping paint; and painted windows, doors, and door frames. Students also explore the steps they and their landlords should take to reduce the risk of lead poisoning. Again, the issue of pregnancy and lead poisoning is discussed. Students learn that pregnant women should avoid excessive exposure to lead in water, soil, and paint (dust).

Identifying Household Hazards

In this unit, students practice identifying household hazards, such as lead paint. Students explore various safety issues through a story about concerned parents and learn that the danger of lead in paint depends on the amount of lead paint in the house and the amount of lead dust that gets into children. Students identify things in the home that may indicate lead hazards, such as a house built before 1978; painted woodwork on doors, windows, or trim; and peeling or chipping paint. Students also have the option of collecting paint samples from their homes to test for lead. Finally, they learn that they can have someone else test their paint for lead and discuss what the results of a lead paint test mean.

Making Your Home Safe

This is a very general unit designed to point out that lead is only one of many household hazards that can cause harm to children. The unit includes a safety checklist that helps students identify hazards in their home. Students learn that one of the greatest household hazards is lead and that children with lead in their blood are at increased risk of developing health and learning problems later in life. Students also read a story about a young mother who discovers, at a routine medical checkup, that her children have lead poisoning. The emphasis of the unit is on the simple steps families can take to reduce the risk of childhood lead poisoning in their homes. Using illustrations, students review these strategies and talk about ways to implement them in their homes.

Renovating Your Home

Home renovations and repairs can increase the amount of lead dust in the home and, thus, the amount absorbed by children and other household members. In this unit, students learn that before repairing or renovating a home or apartment, they should call the local health department and ask if individuals there or elsewhere can test for lead-based paint. Students also examine ways to make lead paint in their homes less dangerous: replacing it, covering it, or removing it. The first two methods are the safest; the third is the most dangerous. This unit emphasizes that homeowners should not attempt to remove lead paint themselves; they should hire a qualified contractor. Students read and discuss a checklist that describes guidelines contractors should follow when removing lead.

APPENDIX A

Recommended Student Reading List

"Aggressiveness, delinquency among boys are linked to lead levels," *The Boston Globe*, by Richard Saltus, February 8, 1996.

"D.C. delays lead-testing in public housing renovation," *The Washington Post*, by Ruben Castaneda, December 22, 1992.

"Despite reductions in exposure, lead remains danger to children," *The New York Times*, by Jane E. Brody, March 21,1995.

"Getting rid of lead," *Old House Journal*, by Marylee MacDonald, July/ August 1992.

"Get the lead out, toy soldiers ordered," *The Sun*, by Dan Fesperman, December 14, 1992.

"Group criticizes New York City on quality of its lead testing," *The New York Times*, Section B, page 3, by Steven Lee Myers, December 31, 1992.

"The heat cools on asbestos removal," *The Washington Post*, by Jay Matthews, December 31, 1992.

"Improving safety when removing lead-based paint," *The New York Times*, by John Holusha, December 20, 1992.

"New lead paint law slow to create impact," *The Boston Globe*, by Tina Cassidy, October 7, 1995.

"Not just for kids," Elizabeth B. Schmidt, *Harvard Health Letter*, May, 1992.

"Personal health: How to safeguard children from lead exposure," *The New York Times*, by Jane E. Brody, March 22, 1995.

"State lead poisoning commission gathers the experts and watches them argue," *The Sun*, by Timothy B. Wheeler, December 15, 1992.

"Study links lead levels in bones to delinquency," by Lindsey Tanner, *The Washington Post*, Associated Press, February 7, 1996.

APPENDIX B

State Childhood Lead Poisoning Prevention Programs

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Scott Szalkiewcz
Department of Health Services
Environmental Health Services Division
150 Washington Street
Hartford, CT 06106
(203) 566-5808

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Sharon Cameron
Childhood Lead Poisoning Prevention Program
Massachusetts Department of Health
305 South Street
Boston, MA 02130
(617) 522-3700 ext. 175

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Childhood Lead Poisoning Prevention Program
Bureau of Health
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Augusta, ME 04333
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Childhood Lead Poisoning Prevention Project
6 Hazen Drive
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206 Cannon Building
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(401) 277-3424

Karen Garbarino
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Sheri Cummington
Childhood Lead Poisoning Prevention Program
Vermont Department of Health
108 Cherry Street
Burlington, VT 05402
(802) 865-7786

APPENDIX C

Selected Laboratories for Testing Lead in Water, Soil, and Paint

SOIL TESTING

Connecticut Department of Public Health
Public Health Laboratory
Environmental Chemistry Division
10 Clinton Street
Hartford, CT 06106
(203) 566-3701
Cost: $22.50 per sample

Health and Environmental Testing Laboratory
Department of Human Services
State House Station 12
221 State Street
Augusta, ME 04333
(207) 287-2727
Cost: $35 per sample

University of Massachusetts (for MA and RI)
Soil Testing Laboratory
West Experiment Station
North Pleasant Street
Amherst, MA 01003-2802
(413) 545-2311
Cost: approximately $7 per sample

New Hampshire Division of Public Health Laboratories
6 Hazen Drive
Concord, NH 03301
(603) 271-4661 (in NH, (800) 852-3345, ext. 4661)
Cost: $40 per sample, price reduced by 1/2 in cases of a lead poisoned child

Childhood Lead Poisoning Prevention Program
Vermont Department of Health
P.O. Box 70
108 Cherry Street
Burlington, VT 05402
(800) 439-8550 or (802) 865-7786
Call to receive a list of testing laboratories including the Vermont state laboratory.

WATER TESTING

Connecticut Department of Public Health
Public Health Laboratory
Environmental Chemistry Division
10 Clinton Street
Hartford, CT 06106
(203) 566-3701
Cost: $23.50 per sample

Health and Environmental Testing Laboratory
Department of Human Services
State House Station 12
221 State Street
Augusta, ME 04333
(207) 287-2727
Cost: $10 per sample

Massachusetts Department of Public Health
State Laboratory Institute
Environmental Laboratory
305 South Street
Jamaica Plain, MA 02130
(617) 522-3700, ext. 6639 (for kit) or ext. 6650 (for analysis related questions)
Cost: $42.50 for home water testing kit and sample analysis

Lead Solutions
160 Second Street
Cambridge, MA 02142-1599
Cost: $49.95 for a home water testing kit

Department of Environmental Services
Water Laboratory
6 Hazen Drive
Concord, NH 03301
(603) 271-3445
Cost: $40 for complete testing and $10 for lead testing only. Call or write for materials and instructions.

Rhode Island Department of Health
Chapin Laboratory
50 Orms Street
Providence, RI 02908
(401) 274-1011

Childhood Lead Poisoning Prevention Program
Vermont Department of Health
P.O. Box 70
108 Cherry Street
Burlington, VT 05402
(800) 439-8550 or (802) 865-7786
Call to receive a list of testing laboratories including the Vermont state laboratory.

LEAD PAINT TESTING

Connecticut Department of Public Health
Public Health Laboratory
Environmental Chemistry Division
10 Clinton Street
Hartford, CT 06106
(203) 566-3701
Cost: $20 per sample

Health and Environmental Testing Laboratory
Department of Human Services
State House Station 12
221 State Street
Augusta, ME 04333
(207) 287-2727
Cost: $35 per sample

Office of Environmental Health
Lead Lab
FGH Building, Ground Floor
818 Harrison Avenue
Boston, MA 02118
(617) 534-5965
Cost: No charge for Boston residents

Massachusetts Department of Public Health
State Laboratory Institute
Environmental Laboratory
305 South Street, Room 315
Jamaica Plain, MA 02130
(617) 983-6654
Cost: $10 per sample

New Hampshire Division of Public Health Laboratories
6 Hazen Drive
Concord, NH 03301
(603) 271-4661 (in NH, (800) 852-3345, ext. 4661)
Cost: $30 per sample

Analytical Testing Services, Inc.
27 Thurber Avenue
Smithfield, RI 02917
(401) 232-1420

New England Testing Lab, Inc.
1254 Douglas Avenue
North Providence, RI 02904
(401) 353-3420

Rhode Island Analytical Labs, Inc.
41 Illinois Avenue
Warwick, RI 02888

Childhood Lead Poisoning Prevention Program
Vermont Department of Health
P.O. Box 70
108 Cherry Street
Burlington, VT 05402
(800) 439-8550 or (802) 865-7786
Call to receive a list of testing laboratories including the Vermont state laboratory.

EVALUATION SURVEY

Healthy Beginnings: Lead Safe Families

The developers and sponsors of this curriculum welcome your comments on *Healthy Beginnings: Lead Safe Families.* Please complete this survey.

1. Agency Name: _____

2. Agency Address: _____

3. Phone Number: _____

4. Fax Number: _____

5. E-Mail: _____

6. Is the agency a nonprofit? YES _____ NO _____

7. Please provide a short agency description (or attach a short statement or brochure). _____

   _____

   _____

8. To what extent does your curriculum normally include health and safety issues? Does it cover the dangers of lead poisoning? _____

   _____

   _____

   _____

9. Why did you choose to teach *Healthy Beginnings*? _____

   _____

   _____

   _____

10. Please tell us how you used *Healthy Beginnings.* How many classes did you teach? How often? _____

    _____

    _____

11. Please give us your review of *Healthy Beginnings*. Did you like it? Was it useful? _____

_____

_____

_____

12. Do you intend to continue to use *Healthy Beginnings*? Would you recommend it to other ESL instructors and programs? _____

_____

_____

_____

13. Please tell us about your students. What are the native languages of the students in your classes? How old are they? Do they have children under the age of five? _____

_____

_____

_____

14. Had your students known about the dangers of lead poisoning before you used *Healthy Beginnings*? Had they been concerned about it? _____

_____

_____

_____

15. How did your students feel about learning the dangers of lead poisoning? Did they like using *Healthy Beginnings*? What did they say about it? ____

_____

_____

16. Please tell us what effect, if any, did using *Healthy Beginnings* and learning about lead poisoning have on the students. Did they understand the risks of lead poisoning better? Did they follow the recommendations in *Healthy Beginnings* on how to reduce the risk of lead poisoning? _____

_____

_____

_____

17. Any additional comments that you have about *Healthy Beginnings* are welcomed. _____

_____

_____

_____

OPTIONAL: Name of person completing this survey, address, and phone number: _____

_____

_____

Thank you. Please send your completed survey to:
John Wong, Ph.D., Project Director
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02158-1060
Tel. (617) 969-7100, fax (617) 332-4318, e-mail: johnw@edc.org

NOTES

Going to the Doctor

1 At the Doctor's Office

Directions: Read or act out the following passage.

Mr. and Mrs. Borges have a little boy. His name is Alexi. Alexi is two years old. He is happy and healthy. Today is his checkup at the doctor's office. They are in the examination room. The doctor enters.

Doctor: Hello. How are you today?

Mr. Borges: Fine. Thank you.

Doctor: How is Alexi?

Mrs. Borges: He is fine. He has a lot of energy. He runs all day. He loves to play with his toys.

[The doctor takes Alexi's temperature. She listens to his heart and his chest with a stethoscope. Then, she looks at his eyes, his mouth, and his ears.]

Doctor: Alexi is a very healthy boy. He does not need a shot today.

Mr. Borges: That's good.

Doctor: Does he play outside every day?

Mrs. Borges: I go outside with him in the afternoon every day.

Doctor: How old is your house?

Mr. Borges: We live in an old house. It is 50 years old.

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Doctor: I need to test Alexi for lead poisoning.

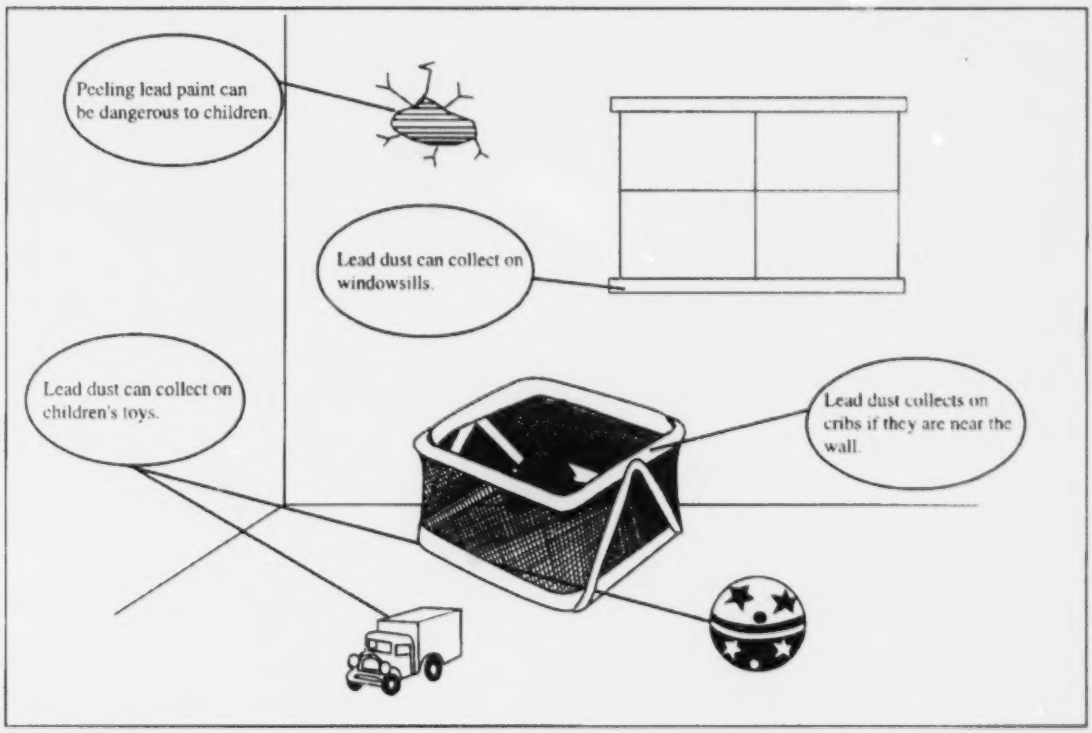
Mr. Borges: Why? He is not sick.

Doctor: Your house is old. Many houses built before 1978 have paint with lead. Lead is dangerous. Lead gets into children's blood. It can hurt their brains and make it hard for them to learn. Children can have problems in school.

Mr. Borges: But, doctor, Alexi does not eat paint. We watch him carefully.

Doctor: I know. You are very good parents. But lead poisoning is very dangerous. The paint gets old. It changes to dust. The dust falls on toys. All children put toys in their mouths. Lead gets into children's blood. I will test Alexi's blood. The test results will be ready in one week.

Mrs. Borges: Thank you, doctor.


Peeling lead paint can be dangerous to children.
Lead dust can collect on windowsills.
Lead dust can collect on children's toys.
Lead dust collects on cribs if they are near the wall.

2 Vocabulary

Directions: Review the vocabulary words below and define each using simple English terms.

examining room(s) *(n.)*
healthy *(adj.)*
lead poisoning *(n.)*
brain(s) *(n.)*
immunization(s) *(n.)*
blood *(n.)*
paint *(n.)*
dust *(n.)*
window(s) *(n.)*
checkup(s) *(n.)*
lead *(n.)*
dangerous *(adj.)*
stethoscope *(n.)*
finger(s) *(n.)*
body(ies) *(n.)*
mouth(s) *(n.)*
test *(v.)*

3 Review and Discuss

Directions: Review "At the Doctor's Office" and answer the following questions.

1. Why is Alexi at the doctor's office? _____

_____

_____

2. Is Alexi sick? _____

_____

_____

3. What does the doctor tell the Borgeses? _____

_____

_____

4. Where do the Borgeses live? _____

_____

_____

5. Why does the doctor test Alexi for lead poisoning? _____

_____

_____

6. Why is lead dangerous for children? _____

_____

_____

7. How does lead get from the paint into a child? _____

_____

_____

4 Act Out the Scene

This activity will help you feel comfortable talking to doctors and nurses about your health and about lead poisoning. Some doctors do not ask their patients about lead poisoning. Therefore, you need to be prepared to ask questions and tell your doctor or nurse what you are worried about. Then, your doctor or nurse may be able to better help you and your children.

Directions: Using the information below, role-play a scene between doctor and patient. Act out the scene in front of the others or work in pairs and practice the dialogue as partners, each taking turns playing doctor and patient.

Patient: You live in an old house. You want the doctor to test your child for lead poisoning. What do you say to the doctor?

Doctor: What do you say to the patient?

5 Understanding the Test Results

Directions: Read or act out the following passage.

Mrs. Borges and Alexi return to the doctor's office. It is one week later. The test results are ready.

Doctor: Hello, Mrs. Borges. How are you?

Mrs. Borges: I'm fine. But I'm worried about Alexi.

Doctor: Don't worry. I have the test results. Alexi has some lead in his blood. It is only a little. It is not dangerous.

Mrs. Borges: Will he get sick?

Doctor: No. He will be fine. I will test him again in six months. Until then, you can do some simple things to make your house and yard safer. Alexi will be OK.

Mrs. Borges: Doctor, I am pregnant. Is the new baby safe?

Doctor: Alexi and the new baby will be fine. Again, you can make your house safer. Here is a list of important rules. This will help Alexi and the new baby. Also, you should test your water. It is important to have lead-free water.

Mrs. Borges: Thank you, doctor.

6 Vocabulary

Directions: Review the vocabulary words below and define each using simple English terms.

yard *(n.)*
current *(adj.)*
low *(adj.)*
mop(s) *(n.)*
dirt *(n.)*
wash *(v.)*
scatter *(v.)*
absorb *(v.)*
recommend *(v.)*
worry *(v.)*
high *(adj.)*
safe *(adj.)*
furniture *(n.)*
vacuum *(v.)*
wipe *(v.)*
nutritious *(adj.)*
empty *(adj.)*
stomach *(n.)*

7 Complete the Sentences

Directions: Complete the sentences below in class.

1. Mrs. Borges is worried about _____

2. Most old houses have _____

3. Alexi's test results show that _____

4. Alexi's next checkup is _____

5. Lead in the blood causes _____

8 Review the Doctor's Report and Recommendations

Directions: Read the doctor's report aloud and discuss the doctor's recommendations.

Neighborhood Health Clinic
SUSAN JONES-SANTIAGO, M.D.

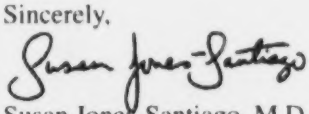
Dear Mr. and Mrs. Borges,

Your son, Alexi, has some lead in his blood. We need to stop the lead poisoning. I want you to do these things:

√ Watch what Alexi puts into his mouth.
√ Mop floors with a damp mop (use automatic dishwasher soap and water) and wipe furniture and windowsills with a damp cloth to remove dust.
√ Wash your child's hands before he eats.
√ Every day wash the objects that Alexi puts into his mouth.
√ Vacuum rugs and carpets frequently, but do not vacuum the floors.
√ Make sure Alexi eats regular nutritious meals, because more lead is absorbed on an empty stomach.
√ Watch Alexi when he plays outside. Do not let him eat dirt. Pieces of paint fall in the dirt.

I will test Alexi again in six months.

Sincerely,

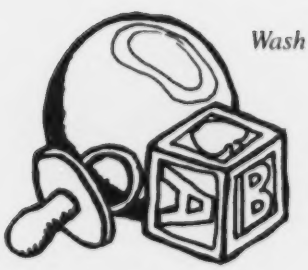


Susan Jones-Santiago, M.D.

Watch what your child puts into his or her mouth.

Mop floors and wipe down furniture and windowsills.

Wash your child's hands before he or she eats.



Wash objects that your child puts into his or her mouth.

Vacuum rugs and carpets frequently, but do not vacuum floors.

Make sure that your child eats regular nutritious meals.

Make sure that your child does not eat dirt.

Note to Student: More information on preventing lead poisoning can be found in the units "Making Water Safe to Drink" and "Identifying Symptoms of Illness."

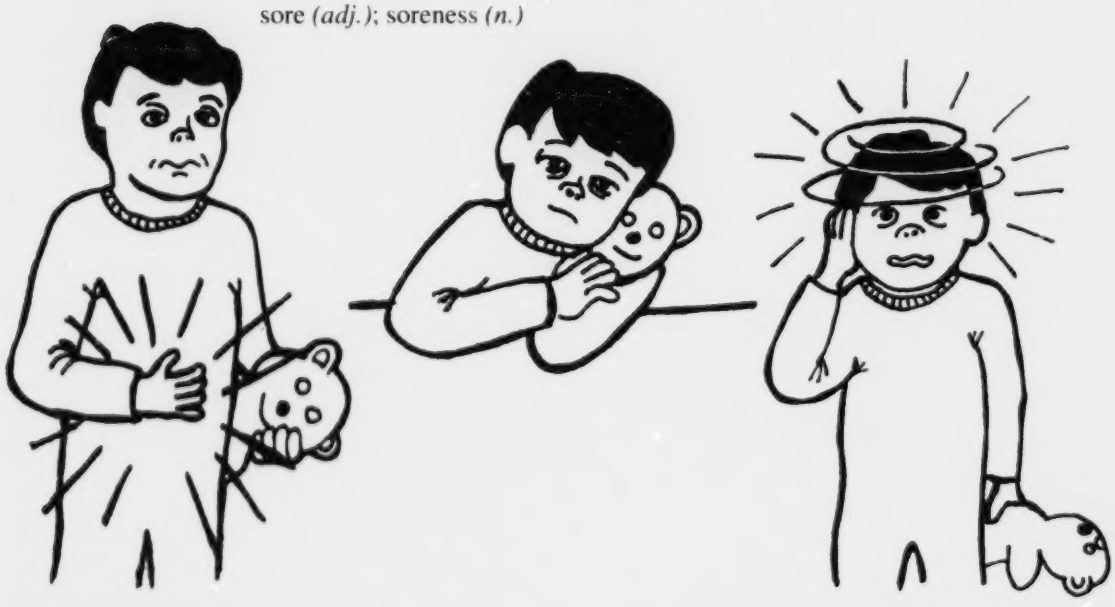
Identifying Symptoms of Illness

1 How Do You Feel?

Directions: Review the symptoms and illustrations below. Act out the symptoms or describe them using simple English terms. Which of the symptoms below have you experienced? What do you think causes these symptoms?

When we are sick, we have many symptoms. Symptoms are signs that help us and our doctors understand why we are sick. When the doctor knows what our symptoms are and what causes them, she or he can recommend ways to get better.

dizzy *(adj.)*; dizziness *(n.)*
nausea *(n.)*; nauseated *(adj.)*
headache(s) *(n.)*
stomachache(s) *(n.)*
diarrhea *(n.)*
itch *(n.)*
rash(es) *(n.)*
irritable *(adj.)*; irritability *(n.)*
pain(s) *(n.)*
sore *(adj.)*; soreness *(n.)*
cough *(v.)*
sneeze *(v.)*
fatigue *(n.)*
tired *(adj.)*
sore throat(s) *(n.)*
cramp(s) *(n.)*
fever(s) *(n.)*
vomit *(v.)*
ache *(v.)*; ache(s) *(n.)*



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2 Complete the Sentences

Directions: Complete the following sentences using the symptoms listed above.

1. I have a cold. I am _____

2. My head is spinning. I feel _____

3. I ate something bad. Now I feel _____

4. My muscles hurt. They are _____

5. My temperature is 101° F. I have a _____

6. Nothing is going right. I am grumpy and _____

7. These red marks on my skin must be a _____

3 The Mysterious Illness

Directions: Read or act out the following passage.

Mr. Lopez has a three-year-old daughter, Lisa. Lisa is sick. Mr. Lopez is worried about Lisa. He wants to know what is wrong. He took her to one doctor two months ago. The doctor did not think Lisa was sick. Now Mr. Lopez is going to a new doctor. A friend told him this doctor was a very good doctor. Mr. Lopez and Lisa are waiting in the examination room. The doctor enters.

Doctor: Hello. How are you?

Mr. Lopez: I'm fine. Thanks.

Doctor: How is Lisa?

Mr. Lopez: Doctor, I know something is wrong. Lisa used to be a happy little girl. Now she is irritable. She always has a lot of stomach-aches.

Doctor: When did these symptoms begin?

Mr. Lopez: Two months ago, I brought her to a doctor. That doctor said Lisa had a cold. I am worried. I think there is something wrong. Can you help us?

Doctor: I will try. Lisa's symptoms are very common. Let me ask you some questions. Does Lisa go to a daycare center?

Mr. Lopez: No.

Doctor: Where do you live, Mr. Lopez?

Mr. Lopez: We rent an apartment on Oak Street. It is in a beautiful old house.

Doctor: How old is the house?

Mr. Lopez: It is more than 60 years old. We like the big rooms. Is this important?

Doctor: Yes, it is. Old houses contain lead paint. It is possible that Lisa has lead paint poisoning. I need to test her blood. Lead poisoning can be very dangerous.

Mr. Lopez: But, doctor, Lisa does not eat paint. I vacuum the paint chips all the time. My wife and I keep the house very clean.

Doctor: The problem is often lead paint dust. The dust gets on the toys and fingers. Children put everything in their mouths. I will do a blood test. The results will be ready next week. Today, I want you to wash all of Lisa's toys with soap and water. Wash her hands before she eats. I will see you next week.

4 Vocabulary

Directions: Review the vocabulary words below and define each using simple English terms.

sick *(adj.)*
examine *(v.)*
symptom(s) *(n.)*
irritable *(adj.)*
demanding *(adj.)*
poison *(v.)*
test *(v.)*; test *(n.)*
illness *(n.)*
doctor(s) *(n.)*
examination room(s) *(n.)*
scream *(v.)*
complain *(v.)*
check *(v.)*; checkup(s) *(n.)*
lead *(n.)*
blood *(n.)*
mysterious *(adj.)*
diagnosis(ses) *(n.)*

5 Review and Discuss

Directions: Review "The Mysterious Illness" and answer the following questions.

1. What are Lisa's symptoms? _____

2. When did these symptoms begin? _____

3. Why does the doctor ask a lot of questions? _____

4. What does the doctor think the problem is? _____

5. Where does the lead come from? _____

_____

_____

6 Topics for Discussion

Directions: Discuss your experiences of being sick and going to the doctor. Answer the following questions.

1. When was the last time you were sick? _____

_____

_____

2. What were your symptoms? _____

_____

_____

3. Do you like going to the doctor? Why or why not? _____

_____

_____

4. Do you have a regular doctor? Where is this doctor? Is it difficult to make an appointment with your doctor? _____

_____

_____

5. Do you feel comfortable talking to your doctor? Why or why not? _____

_____

_____

7 What Do the Results Mean?

Directions: Read or act out the following passage.

It is one week later. The results of Lisa's blood test are ready. Mr. Lopez is waiting for the doctor in his office. The doctor arrives.

Doctor: Hello, Mr. Lopez.

Mr. Lopez: Hello, Doctor.

[*The doctor sits down across from Mr. Lopez.*]

Doctor: Mr. Lopez. Now I understand the problem. Lisa's blood test shows that she has some lead in her blood.

Mr. Lopez: What does that mean?

Doctor: That means you and your wife must make some changes at home. We need to be sure that Lisa is safe.

Mr. Lopez: What can we do?

Doctor: There are simple things you can do. These are good habits. This will stop Lisa from getting more lead in her blood. First, I want you to wash the floor and windowsills. It is very important to wash all the toys in the house with soap and water. Lisa needs to eat well. She should eat food with iron, calcium, and vitamin C. Spinach, milk, and orange juice are good for her.

Mr. Lopez: Of course. My wife and I will do all these things.

Doctor: Does Lisa have brothers and sisters?

Mr. Lopez: Yes, Doctor. We have two other children.

Doctor: I will need to see Lisa and your other children in one month. We will test all the children to be sure they are safe.

Note to Student: For more information on ways to reduce the risk of lead in homes, see the units "Preparing and Storing Food" and "Making Water Safe to Drink."

8 Vocabulary

Directions: Review the vocabulary words below and define each using simple English terms.

disease(s) *(n.)*
landlord(s) *(n.)*
contact *(v.)*
remove *(v.)*
learn *(v.)*

9 Review and Discuss

Directions: Review "What Do the Results Mean?" and answer the following questions.

1. What did the doctor learn? _____

2. What should Lisa eat? _____

3. How many children are in the Lopez family? _____

4. What does the doctor want Mr. Lopez to do at home? _____

5. Do you know anyone with lead poisoning? Describe what happened to him or her. _____

10 Act Out the Scene

Directions: Using the information below, role-play a scene between doctor and patient. Act out the scene in front of the others or work in pairs and practice the dialogue as partners, each taking turns playing doctor and patient.

This activity will help you feel comfortable talking to doctors and nurses about your health and about lead poisoning. Some doctors do not ask their patients about lead poisoning. Therefore, you need to be prepared to ask questions and tell your doctor or nurse what you are worried about. Then, your doctor or nurse may be able to better help you and your children.

Doctor: Your patient is sick. Ask him or her to describe the symptoms. What questions can you ask the patient?

Patient: You are not feeling well. Describe your symptoms to the doctor. Tell the doctor how you feel. You may even want to predict your illness.

11 Writing Assignment

Directions: Using the questions below as a guide, write about a time when you were sick. Carefully describe your symptoms, your trip to the doctor (if you went), and what you did to get better.

Describe a time when you were sick. What happened? What was it like? What were your symptoms? Did you go to the doctor? What did you tell the doctor? What did you do to get better?

Note to Teacher: Consider inviting a local health professional to visit the class and discuss the symptoms of lead poisoning with students.

Making Water Safe to Drink

1 Is Our Water Safe to Drink?

Directions: Read or act out the following passage.

It is early morning. Emma and Marek Sowinski are a young married couple. They are eating breakfast at the kitchen table. Emma is four months pregnant. She's very hungry this morning.

Emma: Marek, may I please have more orange juice?

Marek: Of course.

Emma: I'd like more toast and butter, too.

Marek: I'll get it for you.

Emma: Is there more fruit? I'd like another piece. I'm really hungry today.

Marek: Is there anything else you'd like? Some milk? Some bacon? A glass of water?

Emma: No thanks. I'm fine.

Marek: I'm thirsty. I think I'll have a glass of water. *[Marek stands at the sink. He turns on the faucet and fills his glass.]*

Emma: Hey, Marek. Do you think we should drink bottled water?

Marek: Why?

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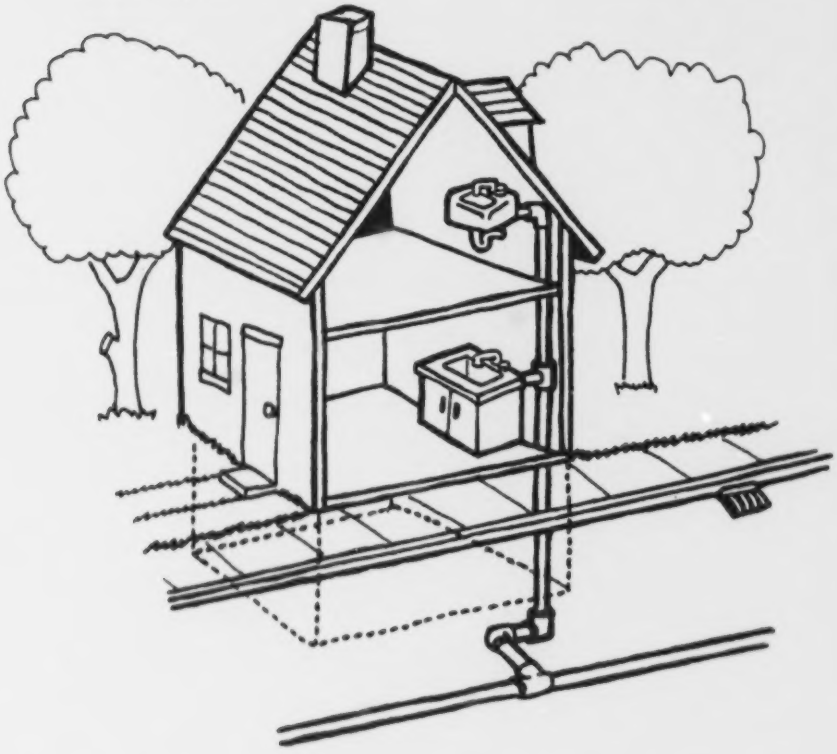
Emma: Shira told me she has lead in her water.

Marek: Shira lives on this street, doesn't she?

Emma: Yes, she does. Somebody tested her water last month.

Marek: *[Looks at his glass of water.]* Do you think we have lead in our water, too?



Emma: Maybe. This house is 50 years old. Shira said many old homes have lead pipes.

Marek: Perhaps Shira can help us. Let's call her.
[*Emma picks up the phone and calls Shira.*]

Shira: Hello.

Emma: Hello, Shira. This is Emma.

Shira: Hi, Emma. How are you?

Emma: I'm fine, thanks. I'm four months pregnant and I feel great!

Shira: I'm so glad.

Emma: I want to ask you something. How did you test your water for lead. Marek and I are worried. We live in an old house. We want to test our water.

Shira: It was easy. First, I called the landlord. The landlord told me the name of the water supplier. The water supplier told me the name of a certified laboratory. Then, I called the lab. Soon, someone from the lab sent me a kit to test my water. The test cost about $15.

Emma: We need to do this.

Shira: Yes, you do because you are pregnant. Lead can hurt you and the baby. Lead poisoning is very dangerous.

Emma: Thanks, Shira. We will call today.

Shira: There are simple things you can do now. Turn on the water for 30 to 60 seconds before drinking it, or cooking with it. Also, always use cold water for cooking. This helps reduce the lead.

Emma: Those are good ideas. Thanks a lot!

Shira: Goodbye.

2 Vocabulary

Directions: Review the vocabulary words below and define each using simple English terms.

kitchen(s) *(n.)*
breakfast(s) *(n.)*
toast *(n.)*
fruit *(n.)*
juice *(n.)*
glass(es) *(n.)*
lead *(n.)*
sink(s) *(n.)*
pipe(s) *(n.)*
dollar(s) *(n.)*
determine *(v.)*
telephone(s) *(n.)*
certified *(adj.)*
well *(n.)*
table(s) *(n.)*
eat *(v.)*
butter *(n.)*
hungry *(adj.)*
milk *(n.)*
water *(n.)*
faucet(s) *(n.)*
fill *(v.)*
test(s) *(n.)*; test *(v.)*
cost *(v.)*
laboratory(ies) *(n.)*
water supplier(s) *(n.)*
pregnant *(adj.)*
tap *(n.)*

3 Review and Discuss

Directions: Review "Is Our Water Safe to Drink?" and answer the following questions.

1. What are Marek and Emma eating for breakfast? _____

_____

_____

2. Where do Emma and Marek live? _____

_____

_____

3. Who is Shira? _____

_____

_____

4. How does lead get into Emma and Marek's drinking water? _____

_____

_____

5. Why is Emma worried about the lead in the water? _____

_____

_____

6. How can Emma and Marek test their water for lead? _____

_____

_____

7. How much did Shira pay for the test? Do you think this is expensive? ___

_____

_____

4 Testing for Lead in Your Water

Directions: Read the directions below to test your water for lead. Follow the directions and collect water samples from home. Bring your samples to the next class. The teacher will locate the nearest certified testing laboratory and mail class samples for testing.

You think your water may contain lead. Ask your local water supplier for the names of certified laboratories that will test your water. The U.S. Environmental Protection Agency considers water safe if it has less than 15 parts per billion* (ppb) of lead. Some doctors suggest that anything greater than 10 ppb is unsafe. You should test if you have water from a drinking well, pipes with lead solder, or water that is very corrosive. Collect two samples of water: one that was standing in the plumbing lines overnight, and another that ran for several minutes to flush the lines.

You can also call the U.S. Environmental Protection Agency Safe Drinking Water Hotline if you have any questions (1-800-426-4791).

* one billion = 1,000,000,000 = 10^9

If your water contains *less than 5 ppb of lead,* then let your water run for one minute before using it for drinking or cooking.

If your water contains *between 5 and 14 ppb of lead,* then let your water run for one minute before using it for cooking or drinking and ask everyone in your family to drink less than 16 ounces of this water each day.

If your water contains *more than 15 ppb of lead,* then do not drink the water or use it for cooking. Consult your local or state health department for advice.

5 Reviewing the Water Test Results

Directions: Read or act out the following passage.

It is three weeks later. Emma and Marek just received the results of the two water samples. Emma, Marek, and Shira are at the kitchen table. They are talking about the test results.

Marek: The test results say that our water contains lead.

Emma: Yes. This is serious. There were 14 ppb of lead in the morning sample and 6 ppb in the water that did not sit in the pipes.

Marek: Maybe we can buy a water filter.

Shira: Some water filters do not remove lead from the water. You can call the U.S. Environmental Protection Agency for information about water filters.

Emma: Did you call them?

Shira: Yes, I also called the health department officials. They had lots of good suggestions. They told me not to drink, cook, or make baby formula with water from the hot water faucet. Hot water contains more lead than cold water.

Emma: What else did they say?

Shira: The health department officials also told me to turn on the cold water for 30 to 60 seconds before I use it.

Emma: That's a good idea. Do you think I should drink water from the faucet? I'm afraid it could hurt the baby.

Shira: You should ask your doctor. Maybe you should buy bottled water.

Marek: Thanks, Shira. You have lots of good ideas.

6 Vocabulary

Directions: Review the vocabulary words below and define each using simple English terms.

hotline(s) *(n.)*
corrosive *(adj.)*
drink *(v.)*
mail *(v.)*
water filter(s) *(n.)*
collect *(v.)*
health department(s) *(n.)*
harm *(v.)*
prevent *(v.)*
plumbing *(n.)*
sample(s) *(n.)*
test(s) *(n.)*; test *(v.)*
flush *(v.)*
safe *(adj.)*
expensive *(adj.)*
bottle(s) *(n.)*
waste *(v.)*
baby(ies) *(n.)*
risk *(n.)*

7 Pick the Correct Response

Directions: Read each statement and choose the correct answer.

1. Emma and Marek mailed their water sample to the
   a. U.S. Environmental Protection Agency
   b. local health department
   c. certified laboratory
   d. doctor

2. Emma and Marek's water contains
   a. no lead
   b. 10 parts per billion of lead
   c. 14 parts per billion of lead
   d. 30 parts per billion of lead

3. In a house with lead plumbing, hot water
   a. contains more lead than cold water
   b. is good for washing fruits and vegetables
   c. contains less lead than cold water
   d. is good for making baby formula

4. One way to reduce the risk of lead in the water is to
   a. buy a water filter
   b. boil the water
   c. wash fruits and vegetables in hot water
   d. turn on the cold water for 60 seconds before drinking it or using it for cooking

5. Emma and Marek are very careful
   a. because Shira is sick
   b. because Emma is pregnant
   c. because bottled water is expensive
   d. because they don't want to waste water

Note to Student: More information on the effects of lead poisoning can be found in the units "Going to the Doctor" and "Identifying Symptoms of Illness."

Avoiding Dangers in the Dirt

1 The City Garden

Directions: Read the following passage.

Mei and her husband have four small children. They own a house outside the city. They have a small yard.

Mei wanted a garden. In the spring, she decided to plant some vegetables. She went to the hardware store. She bought seeds, a rake, and a shovel. When she got home, she prepared the soil. She planted the seeds and watered them.

Soon the plants began to grow. She watered her garden. She protected the plants from animals and bugs. In the summer, the garden was full of carrots, lettuce, tomatoes, turnips, and beans. They were ready to eat!

Mei's husband didn't want to eat the vegetables. He was worried that there were chemicals in the soil. Many houses in their neighborhood contained lead paint. He was worried about the children.

Mei was disappointed. She did not know what to do. She was so worried that she called the local health department. The health department officials answered her questions. Mei learned that vegetables do not absorb much lead from the

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soil. She learned that there were certain things she could do in her garden to prevent lead contamination. The health department officials said to add compost to the soil and to avoid root vegetables such as potatoes, carrots, and turnips. Next year she will plant lettuce and tomatoes, which grow above ground. And finally, the health department officials told her to wash her vegetables with vinegar and water, peel the root crops, and throw away the outer leaves of lettuce because dust with lead falls on garden plants.

Mei was very careful. She enjoyed eating her vegetables! She was still worried about her children. The health department officials told her it was dangerous for children to play in soil with lead and to test the soil.

2 Vocabulary

Directions: Review the vocabulary words below and define each using simple English terms.

city(ies) *(n.)*
vegetable(s) *(n.)*
hardware store(s) *(n.)*
rake(s) *(n.)*
shovel(s) *(n.)*
dirt *(n.)*
seed(s) *(n.)*
grow *(v.)*
turnip(s) *(n.)*
carrot(s) *(n.)*
bug(s) *(n.)*
lead *(n.)*
leaf(ves) *(n.)*
health department(s) *(n.)*
compost *(n.)*
plant *(v.)*; plant(s) *(n.)*
yard(s) *(n.)*
garden(s) *(n.)*
tool(s) *(n.)*
hoe(s) *(n.)*
grass *(n.)*
soil *(n.)*
bother *(v.)*
root(s) *(n.)*
lettuce *(n.)*
tomato(es) *(n.)*
harvest *(v.)*
environmental *(adj.)*
absorb *(v.)*
crop(s) *(n.)*
danger *(n.)*
water *(v.)*

3 Review and Discuss

Directions: Review "The City Garden" and answer the following questions.

1. Where does Mei live?_____

_____

_____

2. Who lives with Mei? _____

_____

_____

3. What did Mei plant in her garden? _____

_____

_____

4. Why was Mei's husband worried? _____

_____

_____

5. What did the health department officials tell Mei to do? _____

_____

_____

6. Did Mei eat the vegetables from her garden? _____

_____

_____

7. How can Mei protect her children from lead poisoning? _____

_____

_____

8. How does lead get from the soil into children's bodies? _____

_____

_____

4 Topics for Discussion

Directions: Describe some of your experiences with gardening, food, and the environment. Answer the following questions.

1. Do you plant a garden? _____

_____

_____

2. What do you grow in your garden? _____

_____

_____

3. Have you tested the soil from your garden for lead? _____

_____

_____

4. Does anyone in your neighborhood have lead in their soil? _____

_____

_____

5. Do you live in the city? _____

_____

_____

5 Testing Your Soil for Lead

Directions: Read the directions below for testing lead in the soil. Then follow the directions and collect soil samples from home. Bring your samples to the next class. Your teacher will locate the nearest testing laboratory and mail class samples to be tested.

The danger of lead in soil depends on (1) the amount of lead in the soil around your house and (2) the amount of soil that gets into your child.

To find out the lead content of your soil, you need to test it. The test results will tell you what to do about low, medium, high, or very high levels of soil lead.

If you have children, select areas in your yard where children normally play. Soil in other areas, such as near the outside of your house or garage, or near the street, may also contain lead.

- Select area(s) of your yard to sample.
- Take soil from the top one-half inch of each area you have selected with a clean spoon.
- Collect about one cup of soil and place it in a clean, ordinary plastic bag.

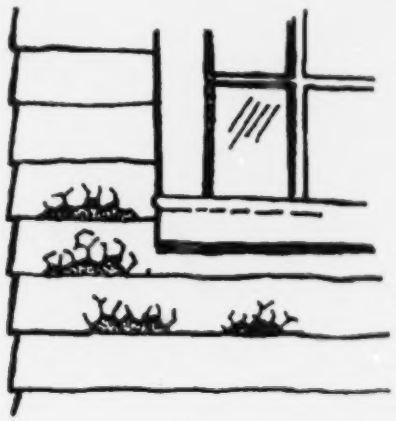
Cut out any plants or grass that are growing in your sample. Do not pull the grass out. Plant roots may stay in the sample.

6 Protecting Your Child from Lead in the Soil

Directions: Read the safety tips below. Do you practice any of them?

If the amount of lead in your soil is high, and if the soil is not covered with many plants or thick grass, *then* you should consider one or more of the following suggestions to make your soil safer.

Control peeling house paint. Call your local health department for appropriate methods.

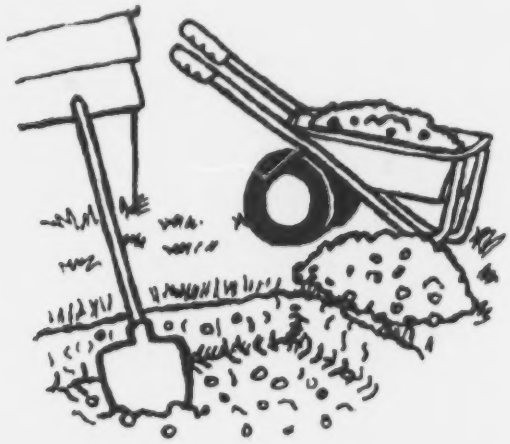


Plant and maintain grass or ivy.

Cover the soil with a thick layer of gravel, wood chips, or other materials.

Pave the area.

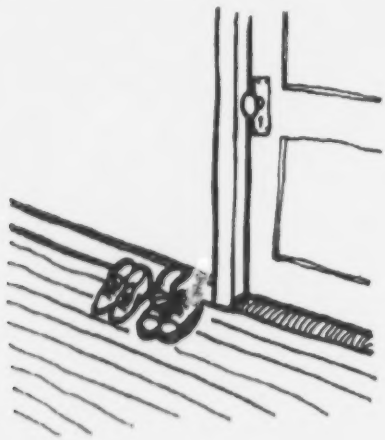
As a last alternative, remove the top six inches of soil and replace it with uncontaminated soil.



Here are some other ways to stay healthy:

Wash children's hands before eating.

Have all family members and guests take off their shoes before entering the house so that lead dust from the soil will not get inside.



Prepare and eat nutritious meals that include fruits and vegetables; foods high in calcium, such as milk; and foods high in iron, such as meat and iron-fortified cereals.

Finding the Right Home

1 Looking for an Apartment

Directions: Read or act out the following passage.

Dimitri and Isabel Gonzalez are married. They have two children, ages 2 and 3. Isabel is expecting a new baby in five months. Their apartment is too small. They are looking for a new apartment.

Dimitri and Isabel have seen many places. Now they are looking at an apartment on Elm Street. It is in an old house.

[*The landlord is showing them the kitchen.*]

Landlord: Here's the kitchen. There's enough room for a table.

Dimitri: Isabel, do you think this is big enough?

Isabel: Oh, yes. I like the kitchen. This apartment is large and bright. There is plenty of room for the children to play.

Dimitri: Hmm, you are right. They could also play outside. We are in the city, but this is a quiet street.

Isabel: *[Asks the landlord.]* Is this apartment near public transportation?

Landlord: Yes. There is a bus stop two blocks from this apartment.

Dimitri: Where is the closest laundromat?

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Landlord: The laundromat is on the corner. There is a small grocery store around the corner, too.

Dimitri: There are storm windows on every window. I like that.

Isabel: How much is the rent? Do we have to pay a security deposit?

Landlord: The rent is $700 each month. You must pay the heat, electricity, and telephone in addition. You must sign a lease for one year. I require two months rent now—the first month and the last month. But, there is no security deposit.

Dimitri: *[Looks around.]* Is the heat gas or oil?

Landlord: It's gas.

Isabel: How much does it cost to heat this apartment?

Landlord: It costs about $100 each month to heat. Of course, the winter months will cost much more than $100 and the summer months will cost much less; $100 is an average figure.

Dimitri: I am very happy with the apartment. We would like to live here. Before we sign the lease, I have a question. This is a rather old house. Many old houses have lead paint. Some of the paint is peeling and chipping. Is there lead paint in this apartment? My wife is pregnant. We have two small children. I'm worried about their health.

Landlord: Umm, I don't know.

Isabel: Would you find out for us?

Landlord: Ah . . . sure, I guess so.

Dimitri: Thanks.

Landlord: Here's the lease. You need to decide quickly. A lot of people are interested in this apartment.

Dimitri: OK. We will call you about the lead paint. Thanks again. You should hear from us soon. Goodbye.

2 Activity

Directions: Draw a map of the neighborhood. Where is the bus stop, the laundromat, and the grocery store? You will need to add more details.

3 Vocabulary

Directions: Review the vocabulary words below and define each using simple English terms.

transportation *(n.)*
street(s) *(n.)*
available *(adj.)*
utility(ies) *(n.)*
rent *(v.)*
landlord(s) *(n.)*
kitchen(s) *(n.)*
apartment(s) *(n.)*
bedroom(s) *(n.)*
lead *(n.)*
heat *(n.)*
parking *(n.)*
lease(s) *(n.)*
electricity *(n.)*
storm windows *(n.)*
tenant(s) *(n.)*
dining room(s) *(n.)*
laundromat(s) *(n.)*
security deposit(s) *(n.)*
location *(n.)*

4 Review and Discuss

Directions: Review "Looking for an Apartment" and answer the following questions.

1. Why are Dimitri and Isabel looking for a new apartment? _____

2. Describe the apartment they want to rent. _____

3. What questions do Dimitri and Isabel ask the landlord? Why do you think they ask so many questions? _____

_____

_____

4. Why is Dimitri worried about lead in the apartment? _____

_____

_____

5. Does the apartment have lead in it? _____

_____

_____

5 Topics for Discussion

_____

Directions: Describe some of your personal experiences in looking for a home. Answer the following questions.

_____

1. Where do you live now? Do you rent or do you own your home? What do you like about the place you live in now? _____

_____

_____

2. What do you think about when you look for a house or an apartment?____

_____

_____

3. How many times have you moved? _____

_____

_____

4. Do you have a landlord or tenants? _____

_____

_____

5. Do you know if there is lead paint in the building you live in now? _____

_____

_____

6 Act Out the Scene

Directions: Many of us may feel uncomfortable confronting landlords and others about the condition of our homes. Using the information below, act out a scene between a tenant and a landlord.

Tenant: You are looking at an apartment. It is in an old house. What questions do you ask the landlord? Think about rent, lead, security deposit, heat, parking, and the lease. For example, you think the apartment has lead paint. What do you ask the landlord?

Landlord: You own an old house. There are some problems with the house. You want to have good tenants. How would you answer the question about lead paint? How would you make the house safer?

7 Deciding on the Right Apartment

Directions: Read or act out the following passage.

Dimitri and Isabel have seen two apartments that they like. One is on Elm Street, the other is on Maple Street. Today they must make a decision.

Dimitri: Isabel, I called the owner of the apartment on Elm Street.

Isabel: What did he say about the lead paint?

Dimitri: He doesn't know anything.

Isabel: What should we do?

Dimitri: I like the location on Elm Street. The apartment is inexpensive and near public transportation.

Isabel: I don't know. I'm worried about lead paint. The paint on the windowsills was peeling. I think the children will not be safe there. Let's think about the apartment on Maple Street. The location was not as nice. But there was no chipping or peeling paint. The windows are new, the floors are covered with carpet.

Dimitri: You are right. The apartment on Maple Street is safer for the children. Also, the landlord told us there was some lead paint in the building.

Isabel: Yes. We will still have to be careful.

Dimitri: I know. We will wash the children's hands before they eat. We'll clean all the toys because they put them in their mouths.

Isabel: And we need to vacuum the carpet every day.

Dimitri: Isabel, these are the things we always do. The landlord will help us make the apartment lead-free.

Isabel: There's one more thing. We need to test the water. That's easy to do.

Dimitri: OK. We'll move to Maple Street. I'll call the landlord and tell him we want to sign the lease. Then I'll call the landlord on Elm Street. I'll tell him we are not interested.

Note to Student: Each family will have its own decision to make when it rents an apartment. The family should consider factors such as convenience, cost, amount of space, and hazards like lead in paint and water. Discuss how you would decide in this case.

Preparing and Storing Food

1 Dinnertime

Directions: Read or act out the following passage.

It is Friday night at the Lafitte house. Frank and Kathy Lafitte are cooking dinner and their three young children are playing in the living room. The Lafittes have invited their neighbors Marie and Claude Joseph for dinner.

Kathy: *[Goes to the front door.]* Hi, Marie, Claude. Come in. Come in.

Marie: Hello!

Frank: How are you? How are your children?

Marie: We're fine. My sister is babysitting tonight. How are your children?

Frank: They're fine. They're playing in the living room.

Marie: *[Looks toward the kitchen.]* Oh, something smells great.

Kathy: That's a new recipe I am trying.

Claude: What is it?

Kathy: I don't have a name for it. It is a stew.

Claude: *[Looks in pot.]* You are a good cook. I love to eat here.

Frank: *[Stirs the pot on the stove.]* Yes. This is a great recipe. It contains lots of vegetables. There are sweet potatoes, eggplant, green peppers, tomatoes, and carrots. Kathy also adds some raisins to make it sweet.

Marie: Oh, that sounds great. Will your children eat it?

Kathy: Yes. Of course.

Marie: My children love junk food. They are always eating potato chips, candy bars, and French fries. They don't eat fruit or vegetables.

Kathy: I had the same problem. The doctor helped me to change things. My kids have lead in their blood. They need nutritious meals so they will not absorb so much lead. Healthy meals help to protect them. I don't buy junk food anymore.

Claude: Your kids have lead in their blood? How did that happen?

Kathy: Oh, there is lead dust in this apartment. The dust comes from the lead-based paint. It gets on the kids' toys and on their fingers. Then the kids put their fingers in their mouths. You know kids are always putting things in their mouths.

Claude: You are so calm. Aren't you worried?

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Frank: We were very worried, but the amount of lead in our children's blood was low. The doctor told us to feed the children nutritious food and keep the house clean.

Claude: How do children get lead in their blood?

Frank: There is lead in drinking water, soil, and even in food.

Marie: How does it get in food?

Frank: There are a number of ways. It is important to cover food or dust will collect on it. Some imported dishes are painted with lead-based paint. Some food from city gardens may contain lead if the soil has lead in it.

Kathy: Also, if there is lead in the water, it will get into the food.

Marie: This is too much. How can you control everything?

Kathy: If you carefully prepare and store your food, then lead is not a problem.

Frank: I agree with Kathy. The changes we have made are small. They do not take much time and they do make a big difference. The changes are now part of our everyday life. We are used to it.

Kathy: *[Lifts the pot off the stove.]* So, are you still hungry?

Marie: Of course.

Kathy: Well, let's eat.

Frank: *[Shouts into the living room.]* Hey kids! Dinner is ready!

2 Vocabulary

Directions: Review the vocabulary words below and define each using simple English terms.

recipe(s) *(n.)*
invite *(v.)*
stew(s) *(n.)*
sweet potato(es) *(n.)*
tomato(es) *(n.)*
raisin(s) *(n.)*
herb(s) *(n.)*
potato chip(s) *(n.)*
French fry(ies) *(n.)*
grocery store *(n.)*
blood *(n.)*
nutritious *(adj.)*
finger(s) *(n.)*
curious *(adj.)*
worry *(v.)*
calm *(adj.)*
hungry *(adj.)*
mug(s) *(n.)*
imported *(adj.)*
prepare *(v.)*
cook *(v.)*
neighbor(s) *(n.)*
vegetable(s) *(n.)*
green pepper(s) *(n.)*
carrot(s) *(n.)*
spice(s) *(n.)*
junk food *(n.)*
candy bar(s) *(n.)*
fruit *(n.)*
lead *(n.)*
absorb *(v.)*
dust *(n.)*
mouth(s) *(n.)*
naturally *(adv.)*
paint *(n.)*
soil *(n.)*
dish(es) *(n.)*
handmade *(adj.)*
glaze(s) *(n.)*
store *(v.)*

3 Review and Discuss

Directions: Review "Dinnertime" and answer the following questions.

1. What are Frank and Kathy Lafitte making for dinner? What vegetables does Kathy use in the stew? _____

_____

_____

2. What kinds of food do Marie Joseph's children like? _____

_____

_____

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3. Why do the Lafitte children eat nutritious meals? _____

_____

_____

4. How did the Lafitte children get lead in their blood? _____

_____

_____

5. Where can you find lead in the home? _____

_____

_____

6. How does lead get into food? _____

_____

_____

7. How do Kathy and Frank protect their children from lead? _____

_____

_____

4 Topics for Discussion

Directions: Discuss your favorite foods. Answer the following questions.

1. What are your favorite foods? _____

_____

_____

2. What are your favorite meals? _____

_____

_____

3. Do you like to cook? Why or why not? _____

_____

_____

4. Do you think you are a nutritious eater? Why or why not? _____

_____

_____

5. Do you worry about chemicals, like lead, getting in your food? Why or why not? _____

_____

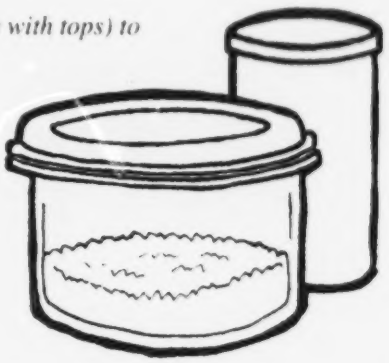
_____

5 Keeping the Lead Out of Your Food

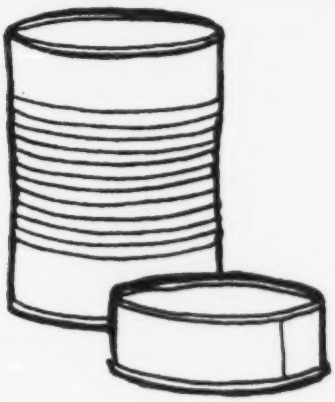
Directions: Read the recommendations below. Do you practice these steps?

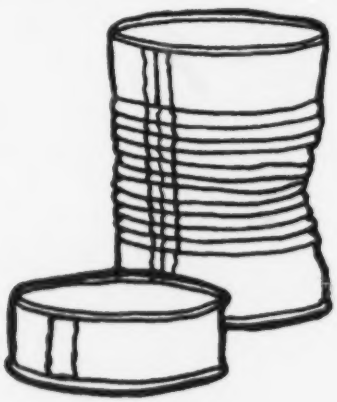
There are several things you can do to decrease the amount of lead in your food.

Store food in closed containers (containers with tops) to keep the lead dust out.



Buy cans without side seams or with narrow seams and blue/black lines. Cans with wide or dented seams usually contain lead.





Test dishes and mugs for lead, especially brightly colored, imported, or handmade dishes.

Store food only in unpainted glass or plastic, not in pottery or painted dishes.

Wash hands (especially children's hands) before eating.

Don't use the following home remedies because they might contain lead: Alarcon, Alkohl, Asarcon, Bala Goli, coral, Ghasard, Greta, Kandu, Kohl, Luiga, Maria Luisa, Pay Loo-Ah, Rueda.

6 Planning a Healthy Menu

Directions: Review the words below.

A well-balanced diet contributes to good health in many ways. In fact, foods that are high in calcium, iron, and vitamin C can help protect your children from lead poisoning. On the other hand, your child should eat fewer of the foods that are high in fat and oil, because these foods let the body absorb lead more easily.

Foods that are high in iron
- √ Liver
- √ Lean meat
- √ Tuna fish (*packed in water*)
- √ Eggs
- √ Raisins
- √ Spinach
- √ Collards
- √ Chard

Foods that are high in calcium
- √ Milk
- √ Cheese
- √ Cottage cheese
- √ Yogurt

Foods that are high in vitamin C
- √ Fruit and fruit juice
- √ Bell peppers
- √ Tomatoes
- √ Potatoes and sweet potatoes (*cooked in their skins*)

Foods that are high in fats and oils
- √ Butter
- √ Oil
- √ Lard
- √ Margarine
- √ Potato chips
- √ Corn chips
- √ French fries
- √ Fried foods

7 Writing Assignment

Directions: Write a five-day menu that includes breakfasts, lunches, and dinners. Try to include foods high in calcium, iron, and vitamin C.

Imagine that your children have lead in their blood. Your doctor said that your children need to eat nutritious meals. She said to make sure that the children's meals contain many foods high in iron, calcium, and vitamin C. The doctor also said to avoid junk food and food with a lot of fat and oils. Think about what the doctor told you and plan a five-day menu that includes breakfasts, lunches, and dinners for your family.

Five-Day Menu	calcium	iron	vitamin C
Monday			
Breakfast			
Lunch			
Dinner			
Tuesday			
Breakfast			
Lunch			
Dinner			
Wednesday			
Breakfast			
Lunch			
Dinner			
Thursday			
Breakfast			
Lunch			
Dinner			
Friday			
Breakfast			
Lunch			
Dinner			

Going to the Doctor

1 At the Doctor's Office

Directions: Read or act out the following passage.

Mr. and Mrs. Borges and their son, Alexi, are visiting the neighborhood health clinic. Alexi is two years old and his parents have brought him to the clinic for a checkup. They are waiting in the examining room when the doctor enters.

Doctor: Hello. How are you today?

Mrs. Borges: Fine. Thank you.

Doctor: How is Alexi?

Mrs. Borges: He had a cold last week. He was sneezing and coughing. He would not eat and was very tired.

Doctor: How is he now?

Mrs. Borges: He seems fine.

[The doctor checks Alexi's temperature and listens to Alexi's lungs and heart with a stethoscope. Then, she examines his ears, throat, and eyes.]

Doctor: Alexi is a very healthy boy.

Mrs. Borges: Yes, he is. He usually eats and sleeps well and he is very active. He plays with his toys all the time.

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[The doctor looks at Alexi's medical record. She turns a few pages.]

Doctor: So far, Alexi has received all his necessary immunizations.

Mrs. Borges: Good.

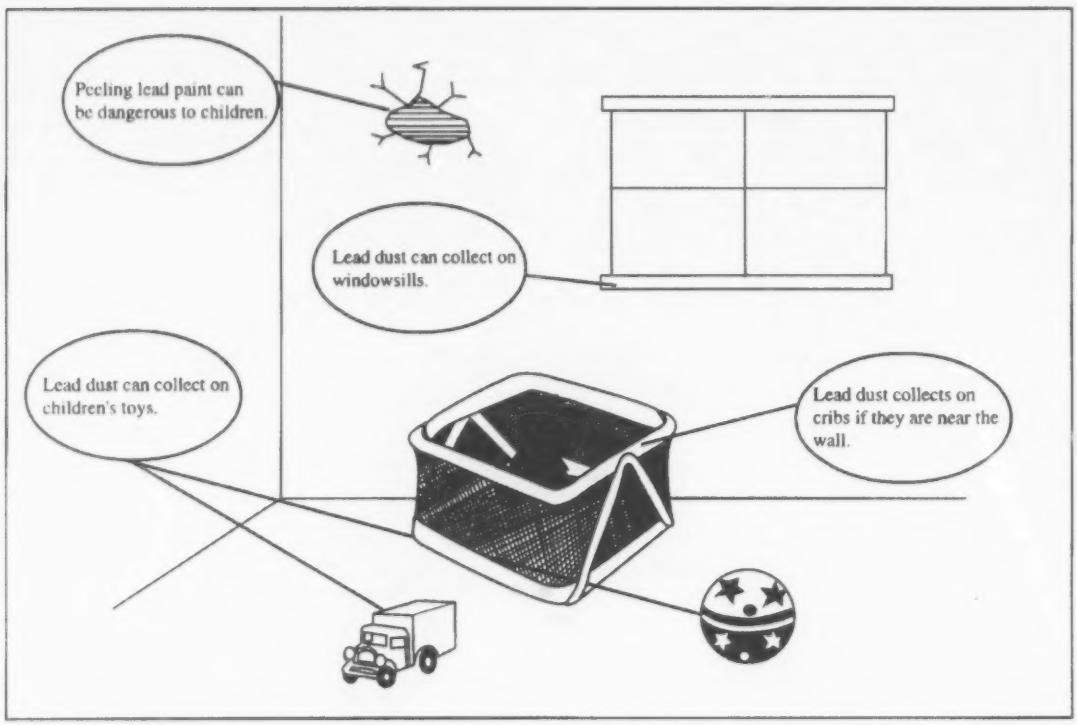
Doctor: I would guess that Alexi is old enough to easily get around the house. Does he get into everything?

Mrs. Borges: Sometimes. We live in an older house and it is very hard to make the house safe for Alexi.

Doctor: Has Alexi been tested for lead poisoning?

Mr. Borges: No. I don't think so. Why should he be tested for lead poisoning?

Doctor: Well, you said you lived in an older home. Many homes built before 1978 have paint with lead. Lead is dangerous to children because it can affect the brain. Children with lead in their blood may find it harder to learn and they may be more irritable than other children. Lead can also affect the blood, kidneys, and other parts of the body.


Peeling lead paint can be dangerous to children.
Lead dust can collect on windowsills.
Lead dust can collect on children's toys.
Lead dust collects on cribs if they are near the wall.

Mr. Borges: How does the lead get from the paint into my child?

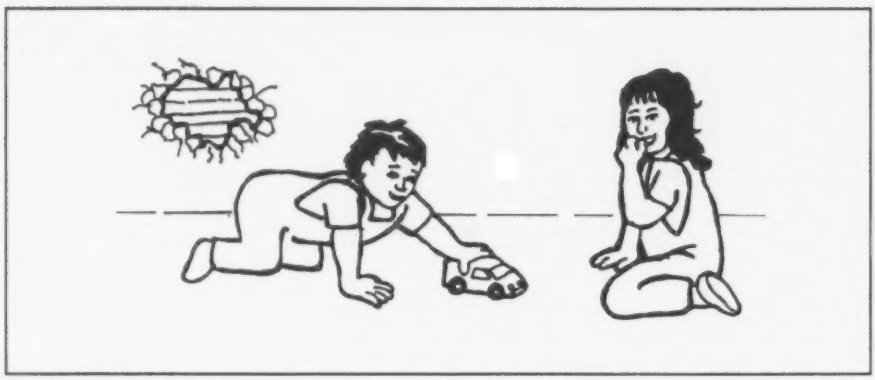
Doctor: Over many years, paint on windows, walls, and doors crumbles into household dust. This dust clings to toys, fingers, and other objects that children put into their mouths. This is the most common way that lead gets into your child. Children also get lead into their bodies by chewing on lead painted surfaces. Some young children eat paint that is peeling or chipping. It is normal for children to eat paint.

Mr. Borges: I don't understand. My son seems so healthy. How could he have lead poisoning?

Doctor: Even children who appear healthy may have high levels of lead in their blood. Most of the time you can't tell if your child has lead poisoning unless you have him tested.

Mrs. Borges: Can you test him today?

Doctor: Yes. The test is a blood test that involves taking blood from the arm. It takes only 10 minutes and the results should be ready within a week.



2 Vocabulary

Directions: Review the vocabulary words below and define each using simple English terms.

health clinic(s) *(n.)*
examining room(s) *(n.)*
sneeze *(v.)*
healthy *(adj.)*
lead poisoning *(n.)*
brain(s) *(n.)*
immunization(s) *(n.)*
blood *(n.)*
paint *(n.)*
dust *(n.)*
finger(s) *(n.)*
peeling *(adj.)*
window(s) *(n.)*
checkup(s) *(n.)*
recover *(v.)*
cough *(v.)*
lead *(n.)*
dangerous *(adj.)*
stethoscope *(n.)*
kidney(s) *(n.)*
body(ies) *(n.)*
crumble *(v.)*
cling *(v.)*
mouth(s) *(n.)*
test *(v.)*

3 Review and Discuss

Directions: Review "At the Doctor's Office" and answer the following questions.

1. Why did Mr. and Mrs. Borges bring their son, Alexi, to the doctor? _____

2. Is Alexi sick? _____

3. What does the doctor tell the Borgeses? _____

4. Where do the Borgeses live? _____

5. Why should Alexi be tested for lead poisoning? _____

6. Why is lead dangerous for children? _____

7. How does lead get from the house paint into a child? _____

4 Act Out the Scene

Directions: Unlike the doctor described in "At the Doctor's Office," many doctors will not ask you about lead paint in your house. Therefore, you need to be prepared to ask your doctor the right questions. Using the information below, act out a scene between doctor and patient. Think about what you would say if you were in this situation.

Patient: You think your house contains lead paint. You want the doctor to test your child to make sure he or she does not have lead in his or her blood. What would you say to the doctor?

Doctor: What would you say to the patient?

5 Understanding the Test Results

Directions: Read or act out the following passage.

Mrs. Borges and Alexi return to the neighborhood health clinic one week later to get the results of the blood test. They are waiting in the examining room for the doctor when she walks through the door.

Doctor: Hello, Mrs. Borges. How are you?

Mrs. Borges: I'm fine, but I'm worried about the test results.

Doctor: Well, the test results are OK. Alexi has some lead in his blood. This means that somewhere he came into contact with lead.

Mrs. Borges: What will happen to Alexi? Will he become sick?

Doctor: Alexi's lead level is not high, but children with low lead levels can have health problems and problems learning when they are older. However, if you keep your home and yard safe, I think Alexi will be fine. I'll give you a list of recommendations for preventing lead poisoning. Bring Alexi to my office for another test in six months. Does Alexi have any brothers or sisters who should be tested?

Mrs. Borges: No. But I am pregnant. Should I be worried about lead?

Doctor: If you follow the same recommendations I'm making for Alexi, then you and your new child should be OK. I also recommend that you test your water to determine if it is a source of lead. If your water has lead in it, then you may want to consider using bottled or filtered water for drinking and cooking. It is important for Alexi and you, Mrs. Borges, to have lead-free water.

6 Vocabulary

Directions: Review the vocabulary words below and define each using simple English terms.

yard *(n.)*
current *(adj.)*
low *(adj.)*
mop(s) *(n.)*
dirt *(n.)*
wash *(v.)*
scatter *(v.)*
absorb *(v.)*
recommend *(v.)*
worry *(v.)*
high *(adj.)*
safe *(adj.)*
furniture *(n.)*
vacuum *(v.)*
wipe *(v.)*
nutritious *(adj.)*
empty *(adj.)*
stomach *(n.)*

7 Complete the Sentences

Directions: Review "Understanding the Test Results" and complete the sentences below.

1. Mrs. Borges is worried about _____

2. Most homes built before 1978 have _____

3. Alexi's test results show that _____

4. Alexi should visit the doctor for another checkup in _____

5. Lead in the blood can cause _____

_____

_____

8 Review the Doctor's Report and Recommendations

Directions: Read and discuss the recommendations below.

Neighborhood Health Clinic
SUSAN JONES-SANTIAGO, M.D.

Dear Mr. and Mrs. Borges,

Your son, Alexi, has some lead in his blood. To prevent the lead level from becoming higher, I would recommend that you take these simple steps:

- √ Watch what your child puts into his mouth.
- √ Mop floors with a damp mop (using automatic dishwasher soap and water) and wipe down furniture and windowsills with a damp cloth to remove dust.
- √ Wash your child's hands before he eats.
- √ Frequently wash the objects that Alexi puts into his mouth.
- √ Vacuum rugs and carpets frequently, but do not vacuum hardwood floors because this activity scatters dust.
- √ Make sure Alexi eats regular nutritious meals, because more lead is absorbed on an empty stomach.
- √ Watch Alexi when he plays outside to make sure he does not eat dirt (which may have paint chips in it).

See you in six months.

Sincerely,

Susan Jones-Santiago

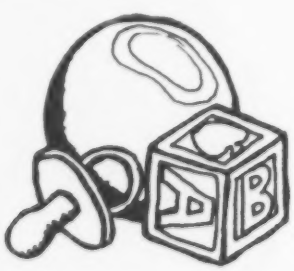
Susan Jones-Santiago, M.D.

Watch what your child puts into his or her mouth.

Mop floors and wipe down furniture and windowsills.

Wash your child's hands before he or she eats.

Wash objects that your child puts into his or her mouth.



Vacuum rugs and carpets frequently, but do not vacuum floors without rugs because this activity scatters dust.

Make sure that your child eats regular nutritious meals.

Make sure that your child does not eat dirt.

Note to Student: More information on preventing lead poisoning can be found in the units "Making Water Safe to Drink" and "Identifying Symptoms of Illness."

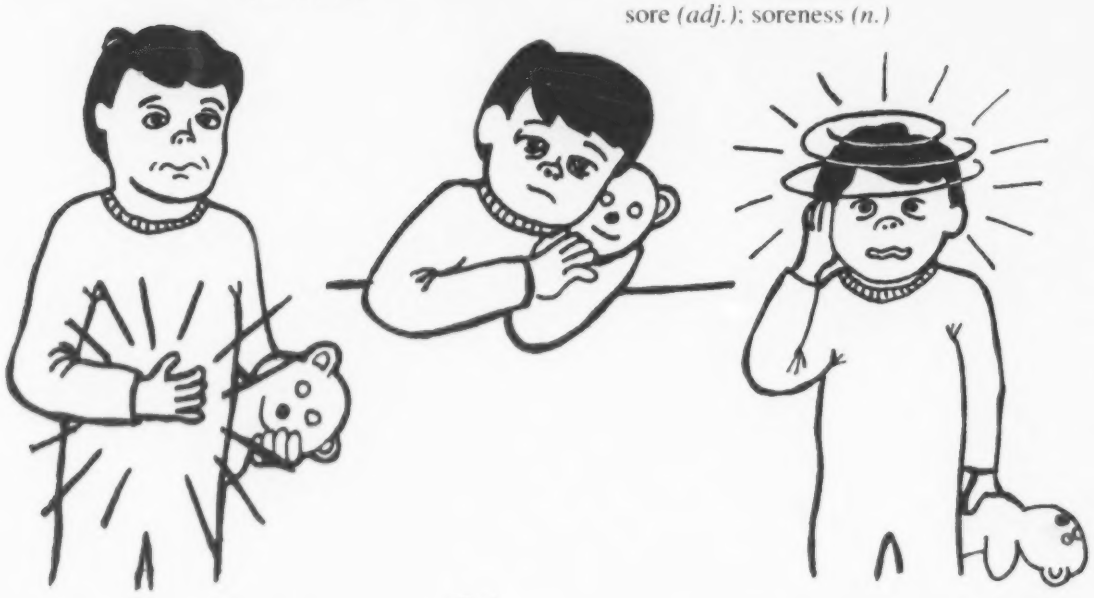
Identifying Symptoms of Illness

1 How Do You Feel?

Directions: Review the symptoms and pictures below. Act out the symptoms or describe them using simple English terms.

When we are sick we experience many symptoms. Symptoms are clues that help us and our doctors understand why we are sick. When the doctor knows what our symptoms are and what causes them, she or he can recommend ways to get better.

dizzy *(adj.)*; dizziness *(n.)*
nausea *(n.)*; nauseated *(adj.)*
headache(s) *(n.)*
stomachache(s) *(n.)*
diarrhea *(n.)*
itch *(n.)*
rash(es) *(n.)*
irritable *(adj.)*; irritability *(n.)*
pain(s) *(n.)*
cough *(v.)*
sneeze *(v.)*
fatigue *(n.)*
tired *(adj.)*
sore throat(s) *(n.)*
cramp(s) *(n.)*
fever(s) *(n.)*
vomit *(v.)*
ache *(v.)*; ache(s) *(n.)*
sore *(adj.)*; soreness *(n.)*



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2 Complete the Sentences

Directions: Complete the following sentences using the symptoms listed above.

1. I have a cold. I am _____

2. My head is spinning. I feel _____

3. I ate something bad. Now I feel _____

4. My muscles hurt. They are _____

5. My temperature is 101° F. I have a _____

6. Nothing is going right. I am grumpy and _____

7. These red marks on my skin must be a _____

3 The Mysterious Illness

Directions: Read or act out the following passage.

Mr. Lopez is bringing his three-year-old daughter, Lisa, to the doctor. Lisa is sick. Mr. Lopez wants to know why she is not feeling well. He took her to one doctor two weeks ago and that doctor did not think Lisa was sick. Therefore, Mr. Lopez is visiting a new doctor. A friend told him this doctor was a very good doctor. Mr. Lopez and Lisa are waiting in the examination room when the doctor enters.

Doctor: Hello. How are you today?

Mr. Lopez: I am fine. Thanks.

Doctor: How is Lisa feeling?

Mr. Lopez: I think she is sick.

Doctor: What are her symptoms?

Mr. Lopez: Lisa is always irritable and demanding. She complains of stomachaches.

Doctor: Hmm. I see.

Mr. Lopez: I brought her to a doctor for a checkup two weeks ago. That doctor told me Lisa probably had a cold. I think something else is wrong with my child.

Doctor: I agree with you, Mr. Lopez. If Lisa has had these symptoms more than two weeks, something must be wrong.

Mr. Lopez: Well, I think Lisa may have lead poisoning. We know other people in our neighborhood whose children had these symptoms. Their children had lead poisoning. Besides, the apartment we rent is in an old house which, I think, has lead paint. The paint is peeling on the window frames, doors, and some walls. I have just learned from friends that lead paint, especially peeling lead paint, can be dangerous to children.

Doctor: You may be right about the lead poisoning. Lead poisoned children sometimes show the symptoms you have described. However, Lisa's symptoms are common. Her symptoms might mean a number of things.

Mr. Lopez: What about the paint in our apartment?

Doctor: You are correct. Old homes may have lead paint. Yet, children usually become poisoned by lead dust rather than lead paint. The dust gets on their toys and fingers and children put these things in their mouths. If the paint in your apartment is peeling, I think you may have much lead dust. To make sure that Lisa does not have lead in her blood, I need to do a blood test. It will only take a few minutes for the people in our laboratory to take a blood sample from Lisa's arm. We should have the results in a week.

4 Vocabulary

Directions: Review the vocabulary words below and define each using simple English terms.

sick *(adj.)*
examine *(v.)*
symptom(s) *(n.)*
irritable *(adj.)*
demanding *(adj.)*
poison *(v.)*
test *(v.)*; test *(n.)*
illness *(n.)*
examination room(s) *(n.)*
doctor(s) *(n.)*
complain *(v.)*
check *(v.)*; checkup(s) *(n.)*
lead *(n.)*
blood *(n.)*
mysterious *(adj.)*
diagnosis(ses) *(n.)*

5 Review and Discuss

Directions: Review "The Mysterious Illness" and answer the following questions.

1. What are Lisa's symptoms? _____

2. How long has Lisa had these symptoms? _____

3. Why is it difficult for the doctor to determine what is wrong with Lisa?

4. What does Mr. Lopez think caused Lisa's symptoms? Why does he think that? _____

5. How can the doctor be sure that Lisa has lead in her blood? _____

6 Topics for Discussion

Directions: Talk about your experiences of being sick and going to the doctor. Answer the following questions.

1. When was the last time you were sick? _____

2. What were your symptoms? _____

3. Do you like going to the doctor? Why or why not? _____

4. Do you have a regular doctor that you see all the time? Where is this doctor? Is it difficult to get to your doctor? _____

5. Do you feel comfortable talking to your doctor or doctors in general? Why or why not? _____

7 What Do the Results Mean?

Directions: Read or act out the following passage.

It is one week later and the results of Lisa's blood test are ready. Mr. Lopez and Lisa wait in the examination room for the doctor. The scene opens as the doctor enters the room.

Doctor: Hello, Mr. Lopez. Hello, Lisa.
Mr. Lopez: Hello, Doctor.
[*The doctor sits down across from Mr. Lopez and Lisa.*]

Doctor: Well, Mr. Lopez, you were right. The blood test shows that Lisa does have lead in her blood. She has a high blood lead level.

Mr. Lopez: I don't understand. What does that mean?

Doctor: I'm afraid that Lisa has a serious case of lead poisoning. A blood test shows the amount of lead in the blood. The lead level can be low, moderate, or high.

Mr. Lopez: Is there a cure for lead poisoning?

Doctor: Unfortunately, there is no cure for lead poisoning. In Lisa's case I can give her drugs that will decrease her blood lead level and reduce her symptoms. Yet, she may still develop problems later in life that are related to lead poisoning. Children with a high level of lead in their blood can develop behavioral, emotional, and learning problems. It is too early to predict how the lead poisoning will affect Lisa.

Mr. Lopez: I feel terrible. I wish I had learned sooner that lead poisoning was a problem in my neighborhood and could be a problem for my children. Is there anything I can do?

Doctor: First, I believe you should contact the local health department. Health department officials will identify lead hazards in your apartment and work with your landlord to cover or reduce the lead.

Mr. Lopez: If the health department officials inspect the apartment and ask my landlord to make repairs, he might get upset and evict my family or he might raise our rent.

Doctor: I hear your concerns, Mr. Lopez, but you must consider Lisa's health.

Mr. Lopez: You know I want what is best for my children.

Doctor: Well, there are also a number of simple things you can do once the landlord covers the lead in your apartment. For example, you may need to carefully clean windowsills and floors. You should also make sure that Lisa eats well. She should eat foods high in iron, calcium, and vitamin C. Foods like spinach, milk, and oranges are good for her and they help reduce the amount of lead that gets in her blood. Try to keep Lisa out of the dirt around the house, because the soil also may contain lead. If possible, filter the tap water you use for drinking and cooking or let the water run for a minute before using it.

Mr. Lopez: What about our other children? Do you think they have lead in their blood?

Doctor: You should bring them in for a test, especially if they are younger than six years old. I will also need to see Lisa in a few months so that I can test her again.

Mr. Lopez: I can't believe this is happening to me. I'd better let other people in my house and in my neighborhood know that their children can get lead poisoning.

8 Vocabulary

Directions: Review the vocabulary words below and define each using simple English terms.

contact *(v.)*
landlord(s) *(n.)*
remove *(v.)*
learn *(v.)*

9 Review and Discuss

Directions: Review "What Do the Results Mean?" and answer the following questions.

1. What are the results of Lisa's test? _____

2. What do the results mean? _____

3. What will happen to Lisa? _____

4. What does the doctor recommend Mr. Lopez do? _____

5. Do you know any children with lead poisoning? Describe what happened to them and what actions their parents took. _____

10 Act Out the Scene

Directions: Unlike the doctor described in "The Mysterious Illness," some doctors will not ask you about lead in your home. Therefore, you need to be prepared to talk with doctors and nurses about health concerns such as symptoms of lead poisoning. Using the information below, think about what you would say and act out a scene between doctor and patient.

Doctor: You are listening to a patient describe how he or she feels. What kinds of questions would you ask the patient to get him or her to describe in detail how he or she is feeling?

Patient: You are not feeling well. Describe your symptoms to the doctor to let him or her know how you feel. You may even want to predict your illness.

11 Writing Assignment

Directions: Using the questions below as a guide, write about a time when you were sick. Carefully describe your symptoms, your trip to the doctor (if you went), and what you did to get better.

Describe a time when you were sick. What happened? What was it like? What were your symptoms? Did you go to the doctor? What did you tell the doctor? What did you do to get better?

Making Water Safe to Drink

1 Is Our Water Safe to Drink?

Directions: Read or act out the following passage.

Emma and Marek Sowinski, a young couple, are sitting at their kitchen table eating breakfast. Emma is four months pregnant and is very hungry this morning.

Emma: Marek, could you pour me some juice, please?
Marek: Sure.
Emma: Will you pass me the toast and butter, too?
Marek: OK.
Emma: Oh, can you also get me another piece of fruit? I'm really hungry.
Marek: Is there anything else you would like while I'm up? Some milk? Some bacon? A glass of water?
Emma: I'm fine. I don't want anything else.
Marek: Good. I think I'll have a glass of water. [*Takes a glass and goes to the sink. He turns on the faucet and fills his glass.*]
Emma: Hey, Marek, do you think we should drink bottled water?
Marek: Why?
Emma: Well, my friend Shira said that she has lead in her water.

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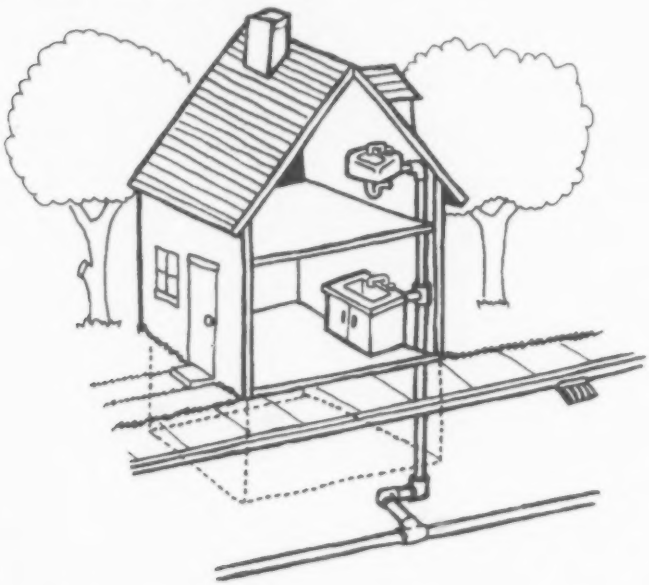
Marek: Is that your friend who lives down the street from us?

Emma: Yes. She tested her water last month.

Marek: *[Holds up his glass of water and looks at it.]* Do you think we have lead in our water, too?



Emma: Maybe. Our home is more than 50 years old. Shira said that older homes usually have lead pipes in them.

Marek: So, the water picks up lead as it moves through the pipes.

Emma: Correct.

Marek: How do we determine whether our water contains lead?

Emma: Maybe Shira knows.

Marek: I knew you were going to say that. Give her a call.

[*Emma picks up the phone and calls Shira.*]

Shira: Hello.

Emma: Hello, Shira. This is Emma.

Shira: Hi. How are you?

Emma: I'm good.

Shira: So, what's happening? How do you feel? How is the pregnancy?

Emma: Oh, I'm feeling fine. I'm four months pregnant now. I don't have morning sickness.

Marek: *[Says loudly from the table.]* Emma, are you going to ask her or not?

Emma: *[Looks at Marek.]* OK. OK. *[Then speaks into the phone.]* So, Shira, I'm calling because I want to know how you tested your water for lead. Marek and I think that we may have lead in our water.

Shira: It was easy. First, I called my landlord to get the name of our water supplier. Then I called the water supplier who gave me the name of a certified laboratory. I called the lab and one week later, someone from the laboratory sent me directions on how to test the water at my house. I think it cost $15.

Emma: I think we should get our water checked, too.

Shira: Yes, you should because you are pregnant. I heard that lead can affect you and your child. Lead exposure during pregnancy may result in low birth weight, miscarriage, birth defects, and slower development in children.

Emma: OK. We will call right away.

Shira: Good. I'm glad you're getting your water tested. There are also some simple things you can do to protect yourself while you wait for the results. You can run your water for 30 to 60 seconds before drinking it or using it in cooking. You also should always use cold water. If there is any lead in your water, then this process will flush out most of it. Let me know what happens.

Emma: OK. Goodbye.

2 Vocabulary

Directions: Review the vocabulary words below and define each using simple English terms.

kitchen(s) *(n.)*
breakfast(s) *(n.)*
toast *(n.)*
fruit *(n.)*
juice *(n.)*
glass(es) *(n.)*
lead *(n.)*
sink(s) *(n.)*
pipe(s) *(n.)*
dollar(s) *(n.)*
determine *(v.)*
telephone(s) *(n.)*
certified *(adj.)*
table(s) *(n.)*
eat *(v.)*
butter *(n.)*
hungry *(adj.)*
milk *(n.)*
water *(n.)*
faucet(s) *(n.)*
fill *(v.)*
test(s) *(n.)*; test *(v.)*
cost *(v.)*
laboratory(ies) *(n.)*
water supplier(s) *(n.)*
pregnant *(adj.)*

3 Review and Discuss

Directions: Review "Is Our Water Safe to Drink?" and answer the following questions.

1. What are Marek and Emma eating for breakfast? _____

2. Where do Emma and Marek live? _____

3. Who is Shira? _____

4. How does lead get into Emma and Marek's drinking water? _____

5. Why should Emma be worried about the lead in the water? _____

6. How can Emma and Marek test their water for lead? _____

7. How much did it cost Shira to have her water tested for lead? Do you think this is expensive? _____

4 Testing for Lead in Your Water

Directions: Read the directions below to test your water for lead. Follow the directions and collect water samples from home. Bring your samples to the next class. The teacher will locate the nearest certified testing laboratory and mail class samples for testing.

You think your water may contain lead. Ask your local water supplier for the names of certified laboratories that will test your water. The U.S. Environmental Protection Agency considers water safe if it has less than 15 parts per billion* (ppb) of lead. Some doctors suggest that anything greater than 10 ppb is unsafe. You should test if you have water from a drinking well, pipes with lead solder, or water that is very corrosive. Collect two samples of water: one that was standing in the plumbing lines overnight, and another that ran for several minutes to flush the lines.

You can also call the U.S. Environmental Protection Agency Safe Drinking Water Hotline if you have any questions (1-800-426-4791).

If your water contains *less than 5 ppb of lead*, then let your water run for one minute before using it for drinking or cooking.

If your water contains *between 5 and 14 ppb of lead*, then let your water run for one minute before using it for cooking or drinking and ask everyone in your family to drink less than 16 ounces of this water each day.

If your water contains *more than 15 ppb of lead*, then do not drink the water or use it for cooking. Consult your local or state health department for advice.

5 Reviewing the Water Test Results

Directions: Read or act out the following passage.

It is three weeks later. As recommended, Emma and Marek collected two samples of water: one that was standing in the plumbing lines overnight and another that ran for several minutes to flush the lines. They sent both samples to a certified laboratory for tests. The laboratory mailed the test results to Emma and Marek. As the scene opens, Emma, Marek, and Shira are talking about the test results at the kitchen table.

Marek: According to these test results, our water contains lead.
Emma: Yes. It looks that way. It's pretty high too—14 parts per billion

* one billion = 1,000,000,000 = 10^9

of lead in the first sample and 6 parts per billion after letting the water run for one minute.

Marek: I wonder what we should do?

Emma: What about buying a water filter?

Marek: I don't know. I read that some filters are expensive and some do not remove lead from the water.

Shira: Why don't you call the U.S. Environmental Protection Agency's Safe Drinking Water Hotline to find out which filters are certified for lead removal. They provide that kind of information.

Emma: Yes. I guess we could do that. What did you do, Shira?

Shira: Well, I called the local health department when I found out about the lead in my water. I was certain that I was poisoning myself.

Emma: And . . . what did the health department officials say?

Shira: They told me not to worry so much. Apparently, there are some easy things I can do to reduce the lead in my water. I should not drink, cook, or make baby formula with water from the hot water tap. Hot water contains more lead than cold water because it is corrosive.

Emma: Really?

Shira: Yes. The health department officials also told me to run my cold water for 30 to 60 seconds before drinking it or using it for cooking. This allows me to draw water directly from the street pipes—where there is no lead—and flushes the water that has been standing in my lead plumbing.

Marek: Yes. I guess we could remember to run the water for a minute before using it. Isn't that a waste of water though?

Shira: If the waste bothers you, collect drinking water in bottles at night after you have fully flushed the water from the faucet.

Emma: That's a good idea. But, do you think I should risk drinking water from the faucet? I'm afraid it might harm the baby.

Shira: You will have to ask your doctor about that. Maybe you should buy bottled water.

Marek: At least there are things we can do to prevent the problem from becoming worse.

6 Vocabulary

Directions: Review the vocabulary words below and define each using simple English terms.

hotline(s) *(n.)*
corrosive *(adj.)*
drink *(v.)*
mail *(v.)*
water filter(s) *(n.)*
collect *(v.)*
health department(s) *(n.)*
harm *(v.)*
prevent *(v.)*
plumbing *(n.)*
sample(s) *(n.)*
test(s) *(n.)*; test *(v.)*
flush *(v.)*
safe *(adj.)*
expensive *(adj.)*
bottle(s) *(n.)*
waste *(v.)*
baby(ies) *(n.)*
risk *(n.)*

7 Pick the Correct Response

Directions: Read each statement and choose the correct answer.

1. Emma and Marek mailed their water sample to the
   a. U.S. Environmental Protection Agency
   b. local health department
   c. EPA-certified laboratory
   d. doctor

2. Emma and Marek's water contains
   a. no lead
   b. 10 parts per billion of lead
   c. 14 parts per billion of lead
   d. 30 parts per billion of lead

3. In a house with lead plumbing, hot water
   a. contains more lead than cold water
   b. is good for washing fruits and vegetables
   c. contains less lead than cold water
   d. is good for making baby formula

4. One way to reduce the risk of lead in the water is to
   a. use hot water fresh from the tap for cooking
   b. boil the water
   c. wash fruits and vegetables in hot water
   d. let the cold water run for 60 seconds before drinking it or using it for cooking

5. Emma and Marek decide to
   a. buy a water filter
   b. buy bottled water
   c. let the water run for 60 seconds before each use
   d. unknown

Note to Student: More information on the effects of lead poisoning can be found in the units "Going to the Doctor" and "Identifying Symptoms of Illness."

Preparing and Storing Food

1 Dinnertime

Directions: Read or act out the following passage.

It is Friday night at the Lafitte house. Frank and Kathy Lafitte are cooking dinner and their three young children are playing in the living room. The Lafittes have invited their neighbors Marie and Claude Joseph over for dinner. They arrive as the scene opens.

Kathy: *[Goes to the front door.]* Hi, Marie, Claude. Come in. Come in.

Marie: Hello!

Frank: How have you been? How are your children?

Marie: We're good. The children are with my sister tonight. She agreed to watch them while we came over for dinner. How are your children?

Frank: They're good. They're playing in the living room.

Marie: Good. *[Looks toward the kitchen.]* Oh, something smells great.

Kathy: That's a new recipe I am trying.

Claude: What is it?

Kathy: I don't have a name for it. It is a stew.

Claude: *[Looks in pot.]* You are such a good cook. I am always amazed every time I come to visit.

Frank: *[Stirs the pot on the stove.]* Yes. I love this recipe. It contains lots of vegetables. There are sweet potatoes, eggplant, green peppers, tomatoes, and carrots. Kathy also throws in some raisins to make it sweet and cooks it with some spices and herbs.

Marie: Oh, that sounds great. Will your children eat the stew?

Kathy: Yes. Of course.

Marie: I only asked because my own children do not eat well. They love junk food. They are always eating potato chips, candy bars, and French fries. When I try to get them to eat fruit or something healthy, they just say "yuck" and don't eat it.

Kathy: I used to have the same problem. But I told my kids they could not eat junk food. I don't buy it for them. They used to always cry and beg at the grocery store. Now they are used to it.

Marie: Wow. That's great. Maybe I just need to stop buying so many snacks.

Kathy: Well, I had to do something. My kids have lead in their blood. The doctor told me that if the kids ate nutritious and balanced

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meals, then they would not absorb as much lead. He also told me that the effects of the lead in their blood may not be as bad if they eat well.

Claude: I didn't know your kids had lead in their blood. How did that happen?

Kathy: Oh, there was lead dust in this old apartment. The dust came from the lead-based paint. It got on the kids' toys and on their fingers. Then the kids put their fingers in their mouth. You know kids are always putting things in their mouths.

Claude: You are so calm. Aren't you worried?

Frank: We were worried at first, but the amount of lead in our children's blood was low. The doctor told us that if we watch the children's diet and make sure the house is clean, then the kids will be OK.

Claude: Does lead in the home only come from the paint?

Frank: No. Lead can be in drinking water, soil, and even in food.

Marie: How do you keep lead out of your food?

Frank: There are a number of ways we keep lead out of our food. We don't store food in open containers where the dust can collect on the food. We don't use handmade or imported dishes and mugs that can contain lead glazes. Lead from the glaze can get in the food. We avoid cooking with and eating foods stored in cans that may contain lead. We are also careful about eating foods that our friends grow in city gardens. Some food from city gardens may contain lead if the soil has lead in it.

Kathy: Also, we don't wash or cook our food with water that contains lead because the lead will get in the food.

Marie: Wow! You have to do so much to keep lead out of your food. There seems to be no way to avoid lead.

Kathy: Well, if you carefully prepare and store your food, then lead will not get in your food.

Frank: I agree with Kathy. The changes we have made are small. They do not take much time and they do make a big difference. The changes are now part of our everyday life. We are used to it.

Kathy: *[Lifts the stew pot off the stove.]* So, are you still hungry?

Marie: Of course.

Kathy: Well, let's eat.

Frank: *[Shouts into the living room.]* Hey kids! Everyone to the table!

2 Vocabulary

Directions: Review the vocabulary words below and define each using simple English terms.

recipe(s) *(n.)*
invite *(v.)*
stew(s) *(n.)*
sweet potato(es) *(n.)*
tomato(es) *(n.)*
raisin(s) *(n.)*
herb(s) *(n.)*
potato chip(s) *(n.)*
French fry(ies) *(n.)*
grocery store *(n.)*
blood *(n.)*
nutritious *(adj.)*
finger(s) *(n.)*
curious *(adj.)*
worry *(v.)*
calm *(adj.)*
hungry *(adj.)*
mug(s) *(n.)*
imported *(adj.)*
prepare *(v.)*
cook *(v.)*
neighbor(s) *(n.)*
vegetable(s) *(n.)*
green pepper(s) *(n.)*
carrot(s) *(n.)*
spice(s) *(n.)*
junk food *(n.)*
candy bar(s) *(n.)*
fruit *(n.)*
lead *(n.)*
absorb *(v.)*
dust *(n.)*
mouth(s) *(n.)*
naturally *(adv.)*
paint *(n.)*
soil *(n.)*
dish(es) *(n.)*
handmade *(adj.)*
glaze(s) *(n.)*
store *(v.)*

3 Review and Discuss

Directions: Review "Dinnertime" and answer the following questions.

1. What are Frank and Kathy Lafitte making for dinner? What are some of the ingredients? _____

2. What kinds of food do Marie Joseph's children like? _____

3. Why do the Lafitte children eat nutritious meals? _____

4. How did the Lafitte children get lead in their blood? _____

5. Where can you find lead in the home? _____

6. How does lead get into food? _____

7. How do Kathy and Frank protect their children from lead? _____

4 Topics for Discussion

Directions: Discuss your favorite foods. Answer the following questions.

1. What are your favorite foods? _____

2. What are your favorite meals? _____

3. Do you like to cook? Why or why not? _____

4. Do you think you are a nutritious eater? Why or why not? _____

5. Do you worry about chemicals, like lead, getting in your food? Why or why not? _____

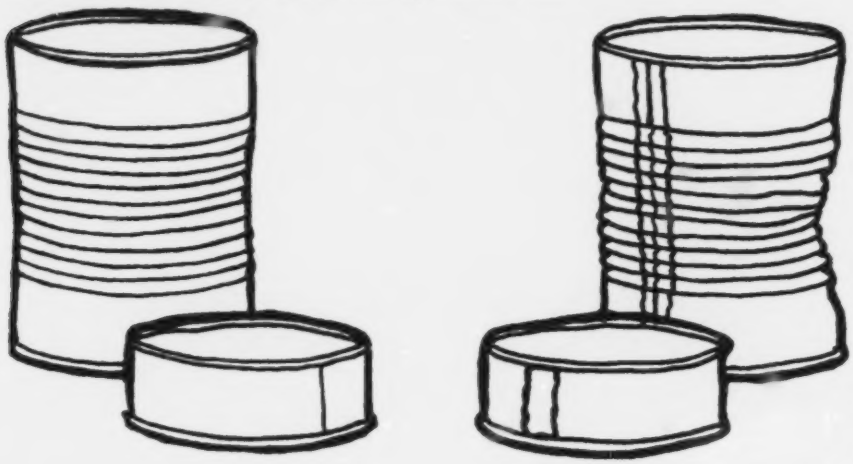
5 Keeping the Lead Out of Your Food

Directions: Read the recommendations below. Do you practice these steps?

There are several things you can do to decrease the amount of lead in your food.

Store food in closed containers (containers with lids) to keep the lead dust out.

Buy cans without side seams or with narrow seams and blue/black lines. Cans with wide or dented seams usually contain lead.



Test dishes and mugs for lead, especially brightly colored, imported, or handmade dishes.

Store food only in unpainted glass or plastic, not in pottery or painted dishes.

Wash hands (especially children's hands) before eating.

Be aware that some home remedies may contain lead: Alarcon, Alkohl, Asarcon, Bala Goli, coral, Ghasard, Greta, Kandu, Kohl, Luiga, Maria Luisa, Pay Loo-Ah, Rueda.

6 Planning a Healthy Menu

Directions: Review the words below.

A well-balanced diet contributes to good health in many ways. In fact, foods that are high in calcium, iron, and vitamin C can help reduce the amount of lead children absorb when they are exposed to lead in the home. On the other hand, your child should eat less of the foods that are high in fat and oil, because these foods let the body absorb lead more easily.

Foods that are high in iron
- √ Liver
- √ Lean meat
- √ Tuna fish (*packed in water*)
- √ Eggs
- √ Raisins
- √ Spinach
- √ Collards
- √ Chard

Foods that are high in calcium
- √ Milk
- √ Cheese
- √ Cottage cheese
- √ Yogurt

Foods that are high in vitamin C
- √ Fruit and fruit juice
- √ Bell peppers
- √ Tomatoes
- √ Potatoes and sweet potatoes (*cooked in their skins*)

Foods that are high in fats and oils
- √ Butter
- √ Oil
- √ Lard
- √ Margarine
- √ Potato chips
- √ Corn chips
- √ French fries
- √ Fried foods

7 Writing Assignment

Directions: Write a five-day menu that includes breakfasts, lunches, and dinners. Try to include foods high in calcium, iron, and vitamin C.

Let's say the doctor told you that your children have lead in their blood. He or she also recommended that you feed your children nutritious meals to reduce the amount of lead absorbed into your children's blood. He or she said to make sure that the children's meals contain many foods high in iron, calcium, and vitamin C. The doctor also said to avoid junk food and food with a lot of fat and oils. Based on what the doctor told you, plan a five-day menu that includes breakfasts, lunches, and dinners for your family.

Five-Day Menu	calcium	iron	vitamin C
Monday			
Breakfast			
Lunch			
Dinner			
Tuesday			
Breakfast			
Lunch			
Dinner			
Wednesday			
Breakfast			
Lunch			
Dinner			
Thursday			
Breakfast			
Lunch			
Dinner			
Friday			
Breakfast			
Lunch			
Dinner			

Avoiding Dangers in the Dirt

1 The City Garden

Directions: Read the following passage.

Mei, her husband, and their four young children live just outside the city. They own a two-family house and have a small backyard.

In early spring, Mei decided to plant a vegetable garden in her yard. She went to the hardware store to buy seeds and the garden tools she needed—a rake, a hoe, and a small shovel. When she got home, she pulled up all the grass in the backyard. She dug shallow rows in the soil, placed the seeds in the ground, covered them, and watered them.

By late spring, the vegetable plants began to sprout from the earth. Mei watched her garden closely. She chased away the neighborhood animals that bothered her vegetables. She checked each leaf for bugs. When summer arrived, she was ready to harvest and eat the carrots, lettuce, tomatoes, turnips, and beans she had planted.

But Mei's excitement soon ended. Her husband was worried about environmental dangers. He said that her garden was probably polluted with chemicals, such as lead. The houses in their neighborhood contained lead paint. The paint

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from the houses crumbled into the soil. Her husband also said that he was worried about their children playing in the garden soil. Apparently, the children could be poisoned by the lead in the soil.

Mei was disappointed. She did not know what to do. She was so worried that she called the local health department. The health department officials made her feel a little better. Mei learned that vegetables growing in soil do not absorb much lead. She learned that there were certain things she could do to prevent lead contamination in the future. The health department officials said to add compost to the soil and to plant fruiting or leafy vegetables, such as lettuce or tomatoes, because they take in less lead than potatoes, carrots, turnips, and other root crops. And finally, the health department officials told her to wash her vegetables with vinegar and water, peel the root crops, and throw away the outer leaves of lettuce because dust with lead settles on garden plants.

Mei harvested her vegetables that summer and followed the local health department recommendations. However, she did not know what to do about her children. The health department officials told her that soil lead was more dangerous to children who play in it than to children who eat vegetables grown in it. Mei decided to test her children and her soil for lead.

2 Vocabulary

Directions: Review the vocabulary words below and define each using simple English terms.

city(ies) *(n.)*
vegetable(s) *(n.)*
hardware store(s) *(n.)*
rake(s) *(n.)*
shovel(s) *(n.)*
dirt *(n.)*
dig *(v.)*
chase *(v.)*
animal(s) *(n.)*
root(s) *(n.)*
lettuce *(n.)*
tomato(es) *(n.)*
harvest *(v.)*
polluted *(adj.)*
chemical(s) *(n.)*
absorb *(v.)*
crop(s) *(n.)*
danger *(n.)*
yard(s) *(n.)*
garden(s) *(n.)*
tool(s) *(n.)*
hoe(s) *(n.)*
grass *(n.)*
soil *(n.)*
seed(s) *(n.)*
bother *(v.)*
grow *(v.)*
turnip(s) *(n.)*
carrot(s) *(n.)*
bug(s) *(n.)*
lead *(n.)*
environmental *(adj.)*
leaf(ves) *(n.)*
health department(s) *(n.)*
compost *(n.)*
plant *(v.)*; plant(s) *(n.)*

3 Review and Discuss

Directions: Review "The City Garden" and answer the following questions.

1. Where does Mei live? _____

2. Who lives with Mei? _____

3. What did Mei plant in her garden? _____

4. What did Mei's husband tell her about the garden? _____

5. Why do you think Mei was so disappointed? _____

6. Why did Mei worry about lead in her soil? _____

7. What did the local health department recommend Mei do? _____

8. Did Mei eat the vegetables she grew? _____

9. If the soil contains lead, what do you think Mei should do to protect her children from lead poisoning? _____

_____

_____

10. How do you think the lead gets from the soil into Mei's children? _____

_____

_____

4 Topics for Discussion

Directions: Describe some of your experiences with gardening, food, and the environment. Answer the following questions.

1. Have you ever planted a home garden? Have you thought about planting a home garden? _____

_____

_____

2. What did you grow in your garden? Or what would you grow in your garden? _____

_____

_____

3. Did you worry about any environmental dangers, such as pollution, bugs, or lead? _____

_____

_____

4. Have you ever tested your soil for lead? _____

_____

_____

5. Do you know anyone in your neighborhood who has lead in his or her soil?

_____

_____

6. Is your neighborhood in the city?_____

_____

_____

5 Testing Your Soil for Lead

Directions: Read the directions below for testing lead in the soil. Then follow the directions and collect soil samples from home. Bring your samples to the next class. Your teacher will locate the nearest testing laboratory and mail class samples to be tested.

The danger of the lead in soil depends on (1) the amount of lead in the soil around your house and (2) the amount of soil that gets into your child.

To find out the lead content of your soil, you need to test it. The test results will tell you what to do about low, medium, high, or very high levels of soil lead.

If you have children, select areas in your yard where children normally play. Soil in other areas, such as near the outside of your house or garage, or near the street, may also contain lead.

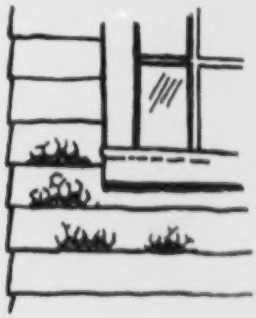
- Select area(s) of your yard to sample.
- With a clean spoon, take soil from the top one-half inch of each area you have selected.
- Collect about one cup of soil and place it in a clean, ordinary plastic bag. Cut out any plants or grass that are growing in your sample. Do not pull the grass out. Plant roots may stay in the sample.

6 Protecting Your Child from Lead in the Soil

Directions: Read the safety tips below. Do you practice any of them?

If the amount of lead in your soil is high (greater than 300 parts per million of lead), and if the soil is not covered with many plants or thick grass, *then* you should consider one or more of the following suggestions to make your soil safer.

Control peeling house paint. Call your local health department for appropriate methods.

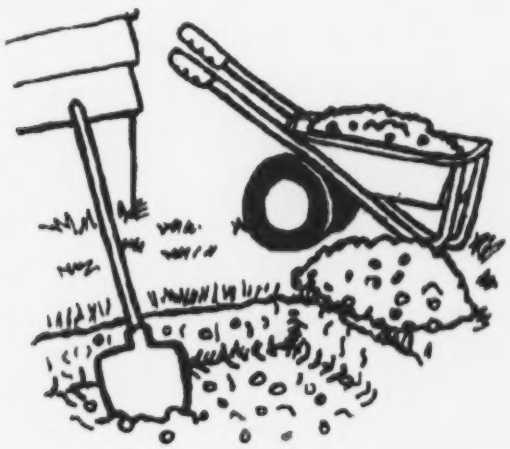


Plant and maintain grass or ivy.

Cover the soil with a thick layer of gravel, wood chips, or other materials.

Pave the area.

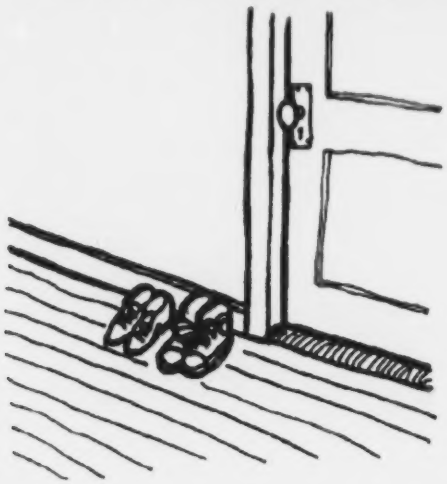
As a last alternative, remove the top six inches of soil and replace it with uncontaminated soil.



Here are some other ways to stay healthy:

Wash children's hands before eating.

Have all family members and guests take off their shoes before entering the house so that lead dust from the soil will not get inside.



Prepare and eat nutritious meals that include fruits and vegetables; foods high in calcium, such as milk; and foods high in iron, such as meat, and iron-fortified cereals.

Finding the Right Home

1 Looking for an Apartment

Directions: Read or act out the following passage.

Dimitri and Isabel Gonzalez are looking for a new apartment to rent. They are a young couple with two children, ages 2 and 3, and they are expecting another child in five months. The Gonzalez's old apartment is too small. Now with a baby on the way, they will need even more room.

Dimitri and Isabel have seen several places. Now they are looking at an apartment in an old house on Elm Street. The landlord is with them. The scene opens with Dimitri looking down into the basement.

Dimitri: Look, Isabel, this apartment has a basement.

Isabel: That's great. We can store some of our things down there.

Landlord: *[Guides Isabel and Dimitri through the kitchen.]* There is enough space in here for a small table.

Dimitri: Yes. I saw the kitchen. I like it, but I think we need more storage space in the kitchen for our pots and pans. What do you think, Isabel?

Isabel: I don't know. I like the kitchen. This apartment is larger than some of the others we have seen. The children will have more room to play.

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Dimitri: I guess you are right. They could also play outside. This seems like a quiet street even though it is in the city.

Isabel: *[Turns toward the landlord.]* Is this apartment near public transportation?

Landlord: Yes. There is a bus stop two blocks from this apartment.

Dimitri: Where is the closest laundromat?

Landlord: The laundromat is on the corner. There is a small grocery store around the corner, too.

Isabel: How much is rent? And would we have to pay a security deposit?

Landlord: OK. I do not charge a security deposit. I do ask that you sign a lease and pay me the first and last months' rent. The rent is $700 each month and that does not include utilities such as electricity or heat.

Dimitri: *[Looks around.]* Is the heat gas or oil?

Landlord: It's gas.

Isabel: How much does it cost to heat this apartment?

Landlord: It costs about $100 each month to heat. Of course, the winter months will cost much more than $100 and the summer months will cost much less; $100 is an average figure.

Dimitri: I see you have storm windows in the apartment. That's good.

Landlord: Yes. I installed those last year.

Dimitri: It sounds good to me. I think we would like to take the apartment. But, before we sign anything, I would like to ask you if

there is lead in the apartment. I noticed that this is a fairly old house. I understand that many of these older homes were painted with lead paint. I noticed that the paint is peeling and chipping on the windowsills and doors. My wife is pregnant and I am worried about her health, the health of our new baby, and the health of our young children. Do you know if this paint has lead in it?

Landlord: Gee, I don't know.

Isabel: Would you check for us?

Landlord: Ah . . . I guess so.

Dimitri: Thanks.

Landlord: Here's the lease. Look at it and let me know what you think. I suggest you decide fast. I have other people looking at this apartment.

Dimitri: OK. We will call you about the lead paint. Thanks again. You should hear from us soon. Goodbye.

2 Activity

Directions: Draw a map of the neighborhood. Where is the bus stop, the laundromat, and the grocery store? You will need to add more details.

3 Vocabulary

Directions: Review the vocabulary words below and define each using simple English terms.

large *(adj.)*
transportation *(n.)*
street(s) *(n.)*
available *(adj.)*
utility(ies) *(n.)*
rent *(v.)*
landlord(s) *(n.)*
kitchen(s) *(n.)*
apartment(s) *(n.)*
bedroom(s) *(n.)*
heat *(n.)*
lead *(n.)*
parking *(n.)*
lease(s) *(n.)*
electricity *(n.)*
family(ies) *(n.)*
tenant(s) *(n.)*
dining room(s) *(n.)*
laundromat(s) *(n.)*
security deposit(s) *(n.)*

4 Review and Discuss

Directions: Review "Looking for an Apartment" and answer the following questions in English.

1. Why are Dimitri and Isabel looking for a new apartment? _____

2. Describe the apartment they want to rent. _____

3. What questions do Dimitri and Isabel ask the landlord? Why do you think they ask so many questions? _____

4. Why is Dimitri worried about lead in the apartment? _____

5. According to the landlord, does the apartment have lead in it? _____

5 Topics for Discussion

Directions: Describe some of your personal experiences in looking for a home. Answer the following questions.

1. What do you look for when buying or renting a home? What are some of the characteristics you want your home to have? What location do you prefer? _____

2. What are some of the concerns you have when looking for a house or an apartment to buy or rent? _____

_____

_____

3. How many times have you moved? _____

_____

_____

4. Describe your relationship with your landlord or tenants. _____

_____

_____

5. Do you know if the house you rent or own has lead in it? _____

_____

_____

6 Act Out the Scene

Directions: Many of us may feel uncomfortable confronting landlords and others about the condition of our homes. Using the information below, act out a scene between a tenant and a landlord.

Tenant: You are looking at an apartment. It is in an old house. What kinds of questions would you want to ask the landlord? Think about rent, lead, security deposits, storage, or other things that interest you. For example, you think the house contains lead paint. What would you say to the landlord about this issue?

Landlord: You own an old house. There are some problems with the house, but you would really like to have good tenants. How would you answer the tenants' questions? How would you make the house safer for the tenants?

7 Deciding on the Right Apartment

Directions: Read or act out the following passage.

Dimitri: Isabel, I called the owner of that apartment on Elm Street.

Isabel: Oh yes, I liked that apartment. It has plenty of room and a nice kitchen. Did you find out about the lead paint in the apartment?

Dimitri: No. The landlord is still telling me he does not know about the lead.

Isabel: Oh? Then there's a chance that the apartment has lead paint.

Dimitri: Yes. What do you think we should do? I like the location of the apartment. It is convenient. It is also inexpensive.

Isabel: I don't know. I'm worried about the lead paint in the apartment on Elm Street. You saw how the paint on the windowsills was peeling. I think our children will not be safe there. Maybe we should choose the first apartment we saw. Do you remember the apartment on Maple Street? The location is not as good as the one on Elm Street, but the Maple Street apartment appeared to have less lead. There was no chipping paint, the windows were new, the floors were covered with carpet, and the wood trim was not painted.

Dimitri: You are right. The Maple Street apartment will probably be safer for the children. Besides the landlord admitted that there was a little lead paint in the apartment.

Isabel: True. Even if we do rent the Maple Street apartment, we will still have to take some steps to protect our children from lead poisoning.

Dimitri: I know. We will have to make sure that we clean the children's hands before they eat. We'll also have to clean toys and other objects that they like to bite and put into their mouths.

Isabel: Don't forget that we will have to vacuum the carpet often.

Dimitri: These are good habits anyway. We can work with the landlord to make the final necessary changes so that the apartment is lead-free.

Isabel: Oh, yes, there's one more thing. The water will have to be tested for lead. That's easy to do.

Dimitri: OK. I'll call the landlord of the apartment on Maple Street and tell her we want to sign the lease. Then, I'll call the landlord of the apartment on Elm Street and tell him we are not interested in that apartment.

Note to Student: Each family will have its own decision to make when it rents an apartment. The family should consider factors such as convenience, cost, amount of space, and hazards like lead in paint and water. Discuss how you would decide in this case.

Identifying Household Hazards

1 Injury in the Home

Directions: Read the following passage and answer the questions below. Describe your experiences with home safety.

People think of home as a safe place. But each year, many people are injured at home. Young children and older people are more likely to injure themselves at home than are other people.

Young children are at risk because they are growing and learning. They are curious and want to explore their environment. They learn by doing, making mistakes, and imitating. Children are also very active. They enjoy running and jumping. But sometimes they go too far and do things that are unsafe. Fortunately, children are better able to recover from their injuries than are adults.

Children injure themselves at home by falling—especially from cribs, windows, and stairs. Other common injuries are poisoning from household chemicals, fire and burn injuries, and suffocation and choking on small objects.

Older people are also at risk for injury in the home. Changes in the way they see and move affect their ability to react to hazards. Many older people also live alone, so there is no one to help them when they are hurt. Common home injuries among the elderly include falls, suffocation, fire and burns, and poisoning.

1. Do you worry about hazards in your home? What are these? _____

   _____

   _____

2. Have you ever been injured at home? Have your children been injured at home? _____

   _____

   _____

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3. What do you do to make your home safer? _____

_____

_____

2 The Silent Hazard

Directions: Read the following passage.

Tong Quic and Hung Thu Tran never thought their house was a dangerous place until their daughter Mgi Ngor was born. By the time Mgi Ngor was two, she was into everything. She was climbing on the furniture. She was pulling at the curtains. She was reaching the top of the hot stove.

Therefore, the Trans took many precautions to make their home safe for Mgi Ngor. They put plugs in all the electrical outlets so that Mgi Ngor would not be shocked. They did not drink hot liquids when holding Mgi Ngor so that she would not be burned. They put all the dangerous chemicals out of Mgi Ngor's reach so that she would not be poisoned. They put window guards on the upstairs windows and a gate at the bottom of the stairs so that she could not climb up.

Tong Quic and Hung Thu did not stop there. They made sure that Mgi Ngor's toys were safe for her. They did not buy anything Mgi Ngor might swallow. They also installed smoke alarms in their home and frequently checked the batteries. They even asked their guests not to smoke cigarettes around Mgi Ngor. They always made smokers go outside.

Unfortunately, the Trans did not see an important hazard in their home. They had not guessed that their house contained lead. It was a fairly modern home. It had been built in the 1960s. They thought only older homes had lead paint. They soon learned that many homes built before 1978 contain some lead paint.

When Mgi Ngor turned three, the Trans learned that their daughter was poisoned with lead. On a routine checkup the doctor tested Mgi Ngor and found that she had some lead in her blood. Her lead level was only borderline dangerous, but the Trans were very worried.

The Trans asked the doctor how Mgi Ngor was poisoned. He explained that Mgi Ngor was probably poisoned by lead paint in their home. Tong Quic and Hung Thu said that their daughter did not eat lead paint. But the doctor told them that Mgi Ngor was probably not poisoned by eating the paint. The doctor said that the lead paint turned to dust and settled on Mgi Ngor's toys. When Mgi Ngor played with her toys, the lead got on her fingers and then into her mouth.

The doctor told Tong Quic and Hung Thu that Mgi Ngor might be fine if they follow certain procedures, such as watching what Mgi Ngor put in her mouth, mopping the floors with a damp mop, wiping down furniture and windowsills with a damp cloth, washing Mgi Ngor's hands before meals, vacuuming rugs and carpets frequently, making sure Mgi Ngor eats nutritious meals, and making sure Mgi Ngor does not eat dirt, which may contain lead paint chips. But he also said that she may have problems later in life. He asked the Trans to bring Mgi Ngor back for another checkup in three months.

Note to Student: For more information on the health problems associated with lead poisoning, see the units "Going to the Doctor" and "Identifying Symptoms of Illness."

3 Vocabulary

Directions: Review the vocabulary words below and define each using simple English terms.

injury(ies) *(n.)*
suffocation(s) *(n.)*
precaution(s) *(n.)*
electrical *(adj.)*
burn *(v.)*
window(s) *(n.)*
dangerous *(adj.)*
toy(s) *(n.)*
lead *(n.)*
modern *(adj.)*
railings *(n.)*
stair(s) *(n.)*
wall(s) *(n.)*
fire(s) *(n.)*
choke *(v.)*
cautious *(adj.)*
shock *(v.)*
poison *(v.)*
chemical(s) *(n.)*
door(s) *(n.)*
paint *(n.)*
build *(v.)*
trim *(n.)*
radiator(s) *(n.)*
vent(s) *(n.)*
floor(s) *(n.)*

4 Review and Discuss

Directions: Review "The Silent Hazard" and answer the following questions.

1. How old is the Trans's house? _____

2. What did Tong Quic and Hung Thu do to make their house safe for Mgi Ngor? _____

3. What were Tong Quic and Hung Thu shocked to learn? _____

_____

_____

4. What did the doctor tell the Trans? _____

_____

_____

5. How did Mgi Ngor become poisoned? _____

_____

_____

5 Topics for Discussion

Directions: Discuss lead poisoning hazards that can be found in homes. Answer the following questions.

1. Do you live in an older home? Was your home built before 1978? _____

_____

_____

2. Do you have young children in your house? How old are they? _____

_____

_____

3. Lead-based paint is hard and glossy. Do you have any hard, glossy paint on your windows, doors, stairs, railings, and trim? _____

_____

_____

4. Have you ever had a lead inspection or tested your home for lead? Why or why not? _____

_____

_____

5. Do you think your house contains lead? If so, where is the lead paint? ___

_____

_____

6 Testing Your Paint for Lead

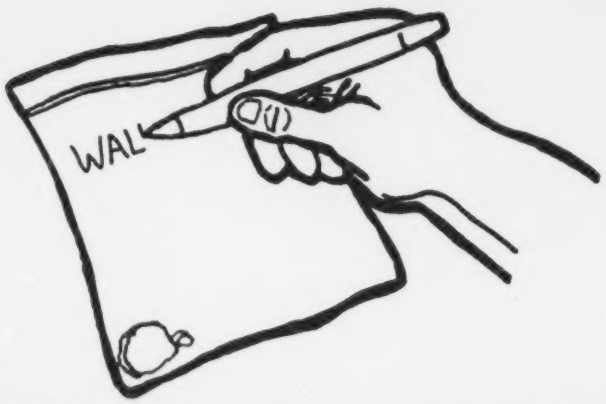
Directions: Read the directions below for testing lead in house paint. Follow the directions and collect paint samples from your home. Bring your samples to the next class. The teacher will locate the nearest certified testing laboratory and mail class samples to be tested. When test results return, discuss the results.

Test painted surfaces that your child has chewed, or woodwork in your child's room. Woodwork, such as doors, windows, or trim, will often have a lot of lead in the paint. Any area that is peeling is also a good choice for testing.

√ Keep samples from different areas separate.

√ Use a knife to scrape sections of paint, at least the size of a quarter, down to the bare wood or plaster. Do not take the wood or plaster with your sample or your paint results will not be accurate.

√ Put the samples in clean, plastic bags. With a permanent marker, write where you got the sample from on the bag.



Send the samples to a lab certified by your state health department. Call your local health department for a list of certified labs.

7 Discuss and Compare Test Results

Directions: Review the table below.

Lead paint is found in older homes. How old is your house? Do you live in a single family or multifamily house? How likely is it that your house has lead paint?

Housing Type	Percentage of Houses Containing Exterior Lead Paint
All pre-1978 housing	74%
Year Built	
1960-1979	62%
1940-1959	80%
Before 1940	90%
Housing Type	
Single Family	74%
Multifamily	73%

Making Your Home Safe

1 The Safe Home Checklist

Directions: Read the following passage, then complete "The Safe Home Checklist." Remember that the checklist does not include everything you can do to make your home safe. It only includes some of the most important things.

For most of us, home is a haven—a place where we go to relax and feel safe. Sometimes, however, our homes can be hazardous places. Young children and the elderly, in particular, are at risk for injury in the home. Common injuries for these groups include burns, poisonings, and falls.

Whether we have children or not, we need to understand the hazards in our homes. Once we know what these hazards are, we can remove or reduce them and prevent injury.

To know more about home safety issues that affect you, complete The Safe Home Checklist. Read the questions below and answer each by writing "yes," "no," or "n/a" (not applicable) in the blank beside the question.

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The Safe Home Checklist*

1. Do you keep hot liquids and hot foods out of your child's reach? _____

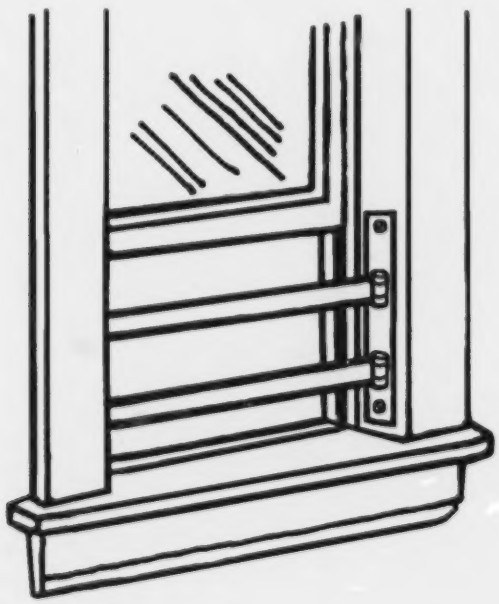
2. Do you keep cleaning supplies out of your child's reach? _____

3. Do you keep medicine and vitamins out of your child's reach? _____

4. Do you use electrical appliances (e.g., hair dryer, radio, lamps) in the bathroom? These can cause electrical shock or death if they are plugged in and fall into a tub while you or your child is in the water. Keep electrical appliances out of the bathroom or unplugged, away from water, and out of your child's reach. _____

5. Have you adjusted the hot water heater to a safe temperature? The recommended temperature is 120° F or less to prevent tap water scalds. To test the water, let it run for three minutes before measuring the temperature with a thermometer. _____

6. Does an adult always watch your child when your child is in the tub? Children can drown in a few inches of water within seconds; they can be burned by turning on hot water themselves. _____



* Adapted from "The Safe Home Checklist," the Childhood Injury Prevention Program, Vermont Department of Health, 1987.

7. Have you blocked windows so that your child cannot fall out? _____

8. Do you use toddler gates at the top and bottom of stairs to prevent falls? _____

9. Do your windows have screens that are secure? _____

10. Does your house have two unblocked exits in case of fire? _____

11. Are electrical cords in safe condition? For example, do not overload extension cords. _____

12. Are space heaters approved, in safe condition, and out of children's reach? Space heaters should be stable, with a covering, and at least three feet from curtains, papers, and furniture. _____

13. Are stairs, walls, railings, porches, and balconies sturdy and in good condition? For example, if wall paint is peeling, it is not in good condition. _____

14. Is hall and stairway lighting adequate to prevent falls? _____

15. Do you have a working smoke detector correctly placed? Attach the smoke detector to the ceiling. Put one detector on each floor, making sure you have one at the head of the stairs to the basement, at the foot of the stairs to the bedrooms, and in the hallway outside the bedrooms. Test the smoke detector monthly, replacing batteries yearly or when low. Also, consult the local fire department regarding smoke detector regulations in your state. _____

16. Do you have the local poison control center number near your phone? _____

17. Do you have a fire escape plan? _____

18. Do you keep matches and lighters out of your child's reach? _____

19. If you smoke, do you safely dispose of cigarette butts and matches? Careless smoking is a major cause of fire deaths. Put out cigarettes in a large deep ashtray, then dump everything into the toilet. Do not smoke in bed or when under the influence of alcohol or medication. Check stuffed furniture for cigarette butts before going to bed. _____

20. a. Do you keep firearms in your home? _____
    b. If so, do you keep them locked and out of your child's reach? _____

21. Have you tested the paint in your house for lead? Dust from lead-based paint is particularly dangerous to children. Over the years, painted surfaces crumble into household dust. The dust clings to toys, fingers, and other objects that children normally put in their mouths. This is the most common way that lead gets into your child. Children also get lead into their bodies by chewing on lead painted surfaces. _____

22. Have you tested your water for lead? Test water for lead if you have water from a drinking well, pipes with lead solder, or water known to be very corrosive. _____

23. Have you tested your children for lead? Children between the ages of nine months and six years should be tested for lead. A blood test for lead helps individuals find out if someone has taken in too much lead before there are any outward signs of illness. _____

List below any changes you need to make—replacing your smoke detector, arranging a lead test, etc.

_____

_____

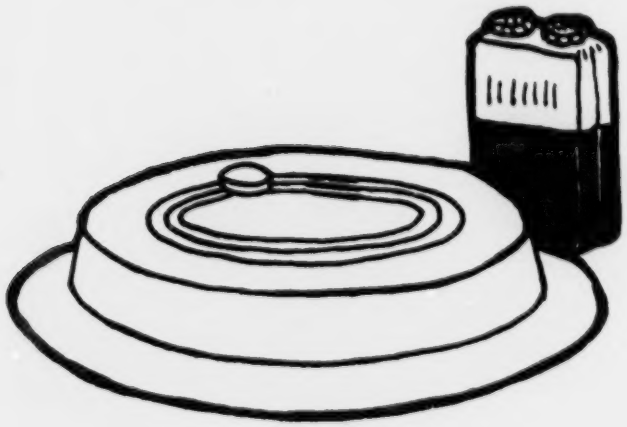
_____

_____

2 Vocabulary

Directions: Review the vocabulary words below and define each using simple English terms.

trim *(n.)*
stair(s) *(n.)*
wall(s) *(n.)*
porch(es) *(n.)*
bedroom *(n.)*
window(s) *(n.)*
basement *(n.)*
bed *(n.)*
paint *(n.)*
electrical *(adj.)*
shock *(v.)*
poison *(v.)*
vitamin(s) *(n.)*
heater(s) *(n.)*
dangerous *(adj.)*
careless *(adj.)*
appliance(s) *(n.)*
radio(s) *(n.)*
cigarette(s) *(n.)*
toy(s) *(n.)*
adjust *(v.)*
screen(s) *(n.)*
ashtray(s) *(n.)*
thermometer(s) *(n.)*
railing(s) *(n.)*
vent(s) *(n.)*
floor(s) *(n.)*
balcony(ies) *(n.)*
furniture *(n.)*
bathtub *(n.)*
build *(v.)*
door(s) *(n.)*
scald *(v.)*
burn *(v.)*
medicine(s) *(n.)*
screen(s) *(n.)*
reach *(v.)*
lead *(n.)*
hair dryer(s) *(n.)*
lamp(s) *(n.)*
chemical(s) *(n.)*
firearm(s) *(n.)*
prevent *(v.)*
safe *(adj.)*
temperature(s) *(n.)*
battery(ies) *(n.)*
block *(v.)*
smoke detector *(n.)*



3 Review and Discuss

Directions: Finish "The Safe Home Checklist" and answer the following questions.

1. How did you do on "The Safe Home Checklist"? _____

2. What are the greatest dangers in your home? _____

3. What could you do to make your home safer? _____

4. Why do you think the checklist includes so many items related to child safety? _____

5. If you have children, do you often worry about their safety? _____

4 Angela Caruso's Story

Directions: Read the following passage.

Angela Caruso rented an apartment in a two-family home located just outside the city. The house, which was built in the 1920s, was large and located on a quiet street. It was perfect for Ms. Caruso and her three children: Lisa, age 5; Paulo, age 4; and Giovanni, 1 year old. The house was also inexpensive, close to Ms. Caruso's job, and in the same neighborhood as her family.

About one year after moving into the new apartment, Ms. Caruso took Giovanni to the doctor for a routine checkup. At the checkup, Ms. Caruso explained to the doctor that she lived in an older home which contained lead paint. Ms. Caruso had learned from her new neighbors that the lead paint in the older homes crumbles into dust over the years and that the dust gets on children's toys, fingers, and other things they put in their mouths. Her neighbors also told her than some of the children in the neighborhood had lead poisoning. Knowing that Giovanni could have been exposed to lead, Ms. Caruso asked the doctor to give Giovanni a lead test as part of his checkup.

The test took only a few seconds. The lab technician took some blood from Giovanni's arm and sent the blood to the laboratory. The doctor told Ms. Caruso that he would let her know the results of the test in one week.

One week later, the doctor called Ms. Caruso and reported the results of the blood test. The blood test showed that Giovanni did not have lead poisoning. Ms. Caruso was relieved to learn that Giovanni was OK.

However, the doctor told Ms. Caruso that she should take some simple precautions to keep Giovanni and her other children safe from lead poisoning in the future. He recommended that Ms. Caruso frequently wash her children's hands and toys, mop hard floor surfaces, wash windowsills with soap and water, feed her children foods with much iron and calcium, and use only cold water or filtered water for cooking and drinking. He also suggested that Ms. Caruso make sure her children stay out of the dirt around the house because the dirt can contain lead paint chips.

The doctor asked Ms. Caruso to bring Lisa and Paulo to his office for a lead test. He said that Paulo and Lisa might also have unsafe amounts of lead in their blood. Ms. Caruso agreed.

Ms. Caruso also said that she would call the local health department and her landlord. She was very worried about her children's health and wanted to do everything she could to reduce the amount of lead in her apartment.

5 Review and Discuss

Directions: Review "Angela Caruso's Story" and answer the following questions.

1. What do you know about lead poisoning? _____

2. Who usually gets lead poisoning? _____

3. Do you think your children are at risk for lead poisoning? _____

4. Do you know anyone who has had lead poisoning? _____

5. If you were in Ms. Caruso's position what would you do? _____

6 Reducing Lead in Your Home

Directions: Look at the pictures below and note the different ways to protect yourself from lead in the home.

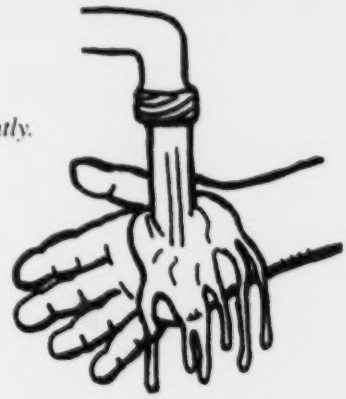
One of the greatest environmental threats to children is lead poisoning: 74 percent of all private homes built before 1978 contain some lead paint. One out of nine children under age 6 has enough lead in his or her blood to place him or her at risk. Children with high lead levels are six times more likely to have reading disabilities.*

* Sources include the U.S. Department of Housing and Urban Development, U.S. Centers for Disease Control and Prevention, and the U.S. Environmental Protection Agency.

However, there are some simple steps you can take to reduce the risk of childhood lead poisoning in your home. These are listed below.

Children's Hands and Faces

Wash children's hands and faces frequently.

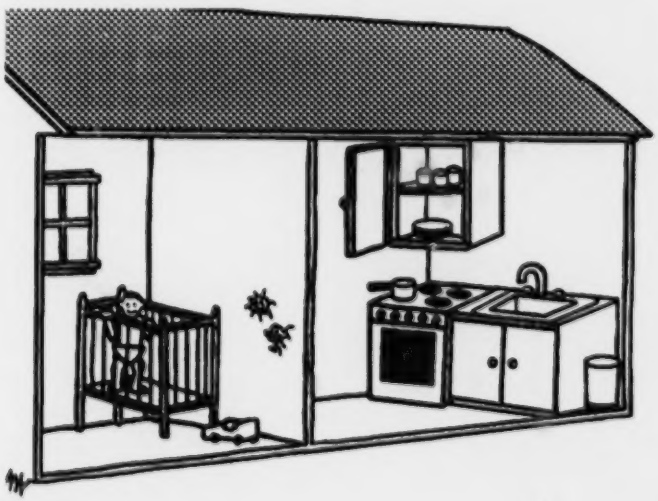


Folk Remedies

Use cautiously because they may contain lead: Alarcon, Alkohl, Asarcon, Bala Goli, coral, Ghasard, Greta, Kandu, Kohl, Luiga, Maria Luisa, Pay-Loo-Ah, Rueda.

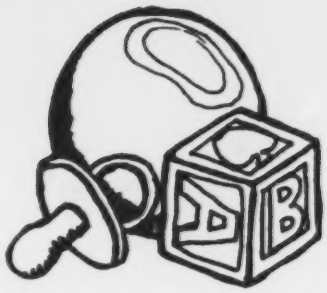
Painted Surfaces (pre-1978 homes only)

Cover peeling paint with a thick, durable material. Move cribs and playpens away from peeling paint. Have paint tested in a laboratory. If it has lead, don't scrape, sand, or burn it.



Toys

Wash toys and pacifiers frequently.



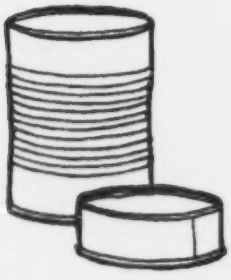
Dust (pre-1978 homes only)

Mop hard surface floors and wash windowsills and baseboards at least once a week with trisodium phosphate in water. Buy trisodium phosphate at a hardware store. Don't use mops or sponges for anything else. (Also make sure that you store the trisodium phosphate out of your child's reach. It can be poisonous if consumed.)

Diet

Feed children foods with much iron and calcium. Foods high in iron include liver, fish, eggs, raisins, and spinach. Foods high in calcium include milk, cheese, and yogurt.

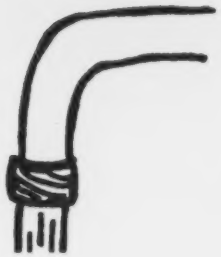
Cans



Don't store food in open cans. Don't buy cans with wide, dented seams. (Cans with no side seams or narrow seams and blue/black paint lines are lead free.)

Water

Use only cold water for drinking, making baby formula, or cooking food. Run water until it is cold. Use excess water for washing or watering plants.

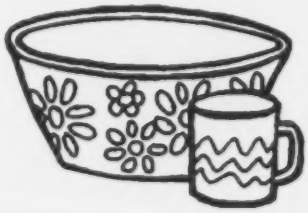


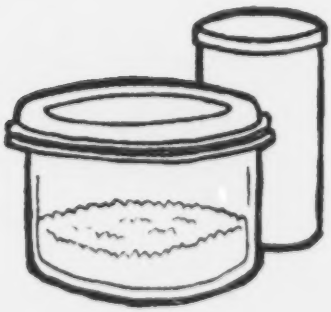
Clothes

If your work exposes you to lead, leave your clothes at work and shower before entering the house. Wash work clothes separately from the rest of the laundry. Parents who work with lead, such as renovation or contract workers, can bring home lead dust on their clothing. The dust can affect their children.

Dishes

Test dishes and mugs for lead, especially colored, imported, or handmade dishes. Store food only in unpainted glass or plastic, not in painted dishes or pottery.





7 Collect and Share Stories

Directions: Choose one of the following scenarios to write about. Bring your story to class.

- Assume that your house or apartment was built before 1978 and contains lead-based paint, and that your water also contains some lead. Describe steps you can take to reduce the risk of childhood lead poisoning in your own home. If you do not have children living in your home, describe steps you would take if you did.

- Write about a personal experience with lead poisoning. This might be something that you have experienced or something that happened among your friends or family.

Renovating Your Home

1 Home Repairs

Directions: Read the following passage.

Manuel and Isabel Ramirez searched for two years before they found their perfect home. The two-story house was near Manuel's job and two blocks from the neighborhood park. Many of Isabel and Manuel's friends lived in the same neighborhood. The house also had a big backyard and enough space inside for Isabel, Manuel, and their three young children—Matthew, Peppe, and Sandra. It needed some renovation, but Manuel was very good at home repairs.

After the Ramirez family moved in, Manuel began renovating the house. He scraped the old paint off the kitchen cabinets and he sanded the door frames, windows, and trim down to the original wood. Isabel removed the old wallpaper in one of the bedrooms and put up new wallpaper. She also vacuumed all the dust created by the renovation. The place was looking good.

Yet, soon after Manuel and Isabel began the renovation, the children became sick. The new baby, Sandra, cried all the time and would not eat. Matthew and Peppe, ages 3 and 4, complained of stomachaches and were always tired. The doctor found nothing wrong.

One day, Isabel was reading a magazine while waiting in line at the grocery store. In the magazine, she found a story on lead poisoning. The story described symptoms that matched her

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children's behavior, so she called her doctor's office. The nurse told Isabel not to worry. But Isabel insisted something was wrong and brought her children to the doctor for a test.

From the test, Isabel and Manuel learned that their children had lead poisoning. The doctor told them that Matthew, Sandra, and Peppe probably got it from paint dust—stirred up by the renovation Manuel did to improve the house.

The doctor said, "It is too early to tell how the children will be affected by the lead." The doctor said that the effects of the lead may be lessened if Isabel and Manuel keep their house free of dust. He also told them to make sure that their children ate healthy meals because healthy, nutritious meals protect against more lead absorption.

2 Vocabulary

Directions: Review vocabulary words below and define each using simple English terms.

neighborhood(s) *(n.)*
kitchen(s) *(n.)*
park(s) *(n.)*
bedroom(s) *(n.)*
window(s) *(n.)*
repair *(v.)*; repair(s) *(n.)*
renovate *(v.)*; renovation(s) *(n.)*
stomachache(s) *(n.)*
complain *(v.)*
symptom(s) *(n.)*
behavior *(n.)*
lead poisoning *(n.)*
dust *(n.)*
absorption *(n.)*
yard(s) *(n.)*
original *(adj.)*
bathroom(s) *(n.)*
door(s) *(n.)*
wallpaper *(n.)*
cabinet(s) *(n.)*
sick *(adj.)*
magazine(s) *(n.)*
scrape *(v.)*
sand *(v.)*
lead *(n.)*
paint *(n.)*

3 Review and Discuss

Directions: Review "Home Repairs" and answer the following questions.

1. Describe the Ramirez's perfect house. _____

_____

_____

2. What kinds of repairs did the Ramirez's make in the house? _____

_____

_____

3. How did Matthew, Peppe, and Sandra get lead poisoning? _____

_____

_____

4. What were the children's symptoms? _____

_____

_____

5. How will the lead affect Matthew, Peppe, and Sandra? _____

_____

_____

4 Ways to Renovate*

Directions: Read the following passages.

Before you repair or renovate, call your local health department officials and ask if they can test your home for lead-based paint. If the health department officials cannot test, ask them who can. You can also test it yourself with a kit you buy at a hardware store. Ask the store clerk for help.

There are many dangers involved in removing lead paint from your home. Every member of your family can be poisoned if you incorrectly remove the paint. There are three ways to make the lead paint in your home less dangerous. The first two are the safest ways to handle lead paint. Consider them first.

* Adapted from "Lead in Paint," a pamphlet distributed by the Childhood Lead Poisoning Prevention Program, California Department of Health Services, 1991.

Replace it.

Replacing a lead painted object means removing the object from the house and replacing it with a new lead-free item. For example, remove a door by its hinges and replace it with a new safe door. Wrap the old item in heavy plastic and keep it away from your children. Replacing objects takes the lead out of your home and it does not create much lead dust.

Cover it.

It is best to cover surfaces that cannot be replaced, such as walls or floors, with a long-lasting, tough material like sheetrock, paneling, or floor tiles. Covering does not get the lead paint out of your home; therefore, you must keep newly covered walls or floors in good condition. *Covering walls with new paint or hanging wallpaper is not a permanent method of covering lead paint. If the new paint or wallpaper peels, the lead paint will be exposed again.*

Remove it.

Sanding, burning, or scraping is the most dangerous way of removing lead paint! This makes large amounts of lead dust or fumes, which can poison workers, household members, and pets. *Homeowners should not try to eliminate lead paint hazards from their property.* If your house contains lead paint, you should hire a professional contractor to remove the lead from your house.

5 Vocabulary

Directions: Review the vocabulary words below and define each using simple English terms.

remove *(v.)*
replace *(v.)*
paneling *(n.)*
wrap *(v.)*
permanent *(adj.)*
hazard(s) *(n.)*
contaminated *(adj.)*
contractor(s) *(n.)*
carpet *(n.)*
utensil(s) *(n.)*
assure *(v.)*
cover *(v.)*
sheetrock *(n.)*
tile(s) *(n.)*
hinge(s) *(n.)*
fume(s) *(n.)*
dispose *(v.)*
respirator *(n.)*
furniture *(n.)*
drapes *(n.)*
waste *(n.)*

6 Review and Discuss

Directions: Review "Ways to Renovate" and answer the following questions.

1. What are three ways to make the lead paint in your home less dangerous?

2. Which two are the safest ways to handle lead paint? _____

3. How do you dispose of objects with lead paint on them? _____

4. Which materials are best for covering walls? _____

5. Which methods do *not* permanently remove lead paint? _____

6. What are the most dangerous ways to remove lead paint? _____

7. Have you ever done any home repairs or renovations? What were they? ___

7 Act Out the Scene

Directions: Role-play a conversation between a homeowner and a contractor about the removal of lead paint from the home. Refer to "Guidelines for Renovation and Removal of Lead Hazards" below during the role play.

Guidelines for Renovation and Removal of Lead Hazards*

Ask contractors about their qualifications and experience removing lead-based paint, and their plans to follow these guidelines:

- √ People living in the house (especially young children and pregnant women) should keep out of the work area until the job is finished.
- √ People living in the house should remove all food and eating utensils from the work area.
- √ Contractors should remove all furniture, carpets, and drapes and seal the work area from the rest of the house. The contractor also should cover and seal the floor unless lead paint is to be removed from the flooring.
- √ Contractors should ensure that workers wear respirators designed to avoid inhaling lead.
- √ Contractors should not eat or drink in the work area.
- √ Contractors should cover and seal all cabinets and food surfaces.
- √ Contractors should clean up dust using special vacuum cleaners.
- √ Contractors should dispose of lead-based paint waste and contaminated materials in accordance with state and local regulations.
- √ Contractors should dispose of clothing worn in the room after working. Workers should not wear work clothing in other areas of the house. The contractor should wash work clothes separately.
- √ Contractors should use a shower, or at least a sink, to clean up after work.

* Adapted from the U.S. Department of Housing and Urban Development prepared guidelines for removing lead-based paint, published in the *Federal Register*, April 18, 1990.

Healthy Beginnings: Lead Safe Families

An English as a Second Language Curriculum on Lead Poisoning Prevention

Glossaries

Developed by Education Development Center, Inc. with support from the New England Office of the U.S. Environmental Protection Agency

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Glossary of Terms (Chinese)

1 Going to the Doctor

absorb （v.）	吸收
blood （n.）	血液
body（ies） （n.）	身體
brain（s） （n.）	大腦
checkup（s） （n.）	體格檢查
cling （v.）	附着
cough （v.）	咳嗽
crumble （v.）	碎落 變粉碎
current （adj.）	現在的
dangerous （adj.）	危險的
dirt （n.）	髒土
dust （n.）	塵土
empty （adj.）	空的
examining room（s） （n.）	診斷室
finger（s） （n.）	手指
furniture （n.）	家具
healthy （adj.）	健康的
health clinic（s） （n.）	保健室
high （adj.）	高的
immunization（s） （n.）	免疫 預防針
kidney（s） （n.）	腎
lead （n.）	鉛
lead poisoning （n.）	鉛中毒
low （adj.）	低的 矮的
mop（s） （n.）	拖把 墩布
mop （v.）	拖洗 擦洗地板

mouth (s) (n.)	嘴 口腔
nutritious (adj.)	有營養的
paint (n.)	漆
peeling (adj.)	剝落
recommend (v.)	推薦
recover (v.)	恢復健康 復元
safe (adj.)	安全的
scatter (v.)	揚撒 散布
sneeze (v.)	打噴嚏
stethoscope (s) (n.)	聽診器 助聽器
stomach (s) (n.)	胃
test (v.)	化驗
vacuum (v.)	吸塵
wash (v.)	洗滌
window (s) (n.)	窗户
wipe (v.)	擦拭
worry (v.)	擔憂
yard (s) (n.)	院子 庭院

2 Identifying Symptoms of Illness

ache (s) (n.)	疼痛
ache (v.)	疼
blood (n.)	血
check (v.)	檢查
check-up (s) (n.)	體格檢查
complain (v.)	抱怨 訴說
contact (v.)	接觸
cough (v.)	咳嗽
cover (v.)	覆蓋
cramp (s) (n.)	痙攣 急性腹痛
dangerous (adj.)	危險的
demanding (adj.)	要求多的
diagnosis (ses) (n.)	診斷
diarrhea (n.)	痢疾
disease (s) (n.)	疾病
dizzy (adj.)	暈眩的

dizziness （n.）	暈眩
doctor（s） （n.）	醫生
examination room（s） （n.）	診斷室
examine （v.）	檢查
fatigue （n.）	疲勞 疲乏
fever（s） （n.）	發燒
headache（s） （n.）	頭疼
illness （n.）	病 不舒服
irritable （adj.）	煩躁的
irritability （n.）	煩躁程度
itch （n.）	癢
landlord（s） （n.）	男房東
lead （n.）	鉛
learn （v.）	學
mysterious （adj.）	神秘莫測的
nausea （n.）	惡心
nauseated （adj.）	惡心的
pain（s） （n.）	疼痛
poison （v.）	毒
rash（es） （n.）	皮膚斑疹
remove （v.）	去除
scream （v.）	尖聲喊叫
sick （adj.）	有病的
sneeze （v.）	打噴嚏
sore （adj.）	疼痛發炎的
soreness （n.）	疼痛發炎
sore throat（s） （n.）	嗓子疼腫
stomach ache（s） （n.）	胃疼
symptom（s） （n.）	症狀
test （v.）	化驗
test （n.）	化驗
tired （adj.）	累了
vomit （n.） （v.）	嘔吐

3 Making Water Safe to Drink

baby (ies) （n. ）	嬰兒　幼兒
bottle (s) （n. ）	瓶子
breakfast (s) （n. ）	早飯　早餐
butter （n. ）	黃油　奶油
certified （adj. ）	有資格證書的
collect （v. ）	收集
corrosive （adj. ）	腐蝕的
cost （v. ）	花費
determine （v. ）	確定
dollar (s) （n. ）	美元
drink （v. ）	喝　飲
eat （v. ）	吃
expensive （adj. ）	貴的　昂貴的
faucet (s) （n. ）	水龍頭
fill （v. ）	灌
flush （v. ）	衝
fruit （n. ）	水果
glass (es) （n. ）	玻璃杯
harm （v. ）	傷害
health department (s) （n. ）	健康部門
hotline (s) （n. ）	緊急電話專綫
hungry （adj. ）	餓
juice （n. ）	果汁
kitchen (s) （n. ）	厨房
laboratory (ies) （n. ）	實驗室
lead （n. ）	鉛
mail （v. ）	郵寄
milk （n. ）	牛奶
pipe (s) （n. ）	管道
plumbing （n. ）	水管
pregnant （adj. ）	懷孕的
prevent （v. ）	防止　預防
risk （v. ）	冒險
safe （adj. ）	安全的
sample (s) （n. ）	取樣
sink (s) （n. ）	水池　水盆

table (s) (n.)	桌子
telephone (s) (n.)	電話
test (s) (n.)	化驗
test (v.)	化驗
toast (n.)	烤面包片
waste (v.)	浪費
water (n.)	水
water filter (s) (n.)	濾水器
water supplier (s) (n.)	供水器

4 Preparing and Storing Food

absorb (v.)	吸收
blood (n.)	血液
calm (adj.)	鎮静
candy bar (s) (n.)	糖塊 糖條
carrot (s) (n.)	胡蘿卜
cook (v.)	厨師
curious (adj.)	好奇的
dish (es) (n.)	碟子 盤子
dust (n.)	灰塵
finger (s) (n.)	手指
French fry (ies) (n.)	炸土豆條
fruit (n.)	水果
glaze (s) (n.)	釉料
green pepper (s) (n.)	青椒
grocery store (n.)	菜蔬食品店 雜品店
handmade (adj.)	手制的
herb (s) (n.)	草藥
hungry (adj.)	餓
imported (adj.)	進口的
invite (v.)	邀請
junk food (n.)	低質食品
lead (n.)	鉛
mouth (s) (n.)	嘴 口腔
mug (s) (n.)	茶杯
naturally (adv.)	自然地

neighbor (s) （n. ）	鄰居　街坊
nutritious （adj. ）	有營養的
paint （n. ）	漆
potato chip (s) （n. ）	炸土豆片
prepare （v. ）	准備　制作
raisin (s) （n. ）	葡萄干
recipe (s) （n. ）	菜譜
soil （n. ）	土壤
spice (s) （n. ）	作料　香料
stew (s) （n. ）	微火煮　燜
store （v. ）	儲藏
sweet potato (es) （n. ）	紅薯　地瓜
tomato (es) （n. ）	番茄　西紅柿
vegetable (s) （n. ）	蔬菜
worry （v. ）	擔心

5 Avoiding Dangers in the Dirt

absorb （v. ）	吸收
animal (s) （n. ）	動物
bother （v. ）	妨礙　侵害
bug (s) （n. ）	小甲蟲
carrot (s) （n. ）	胡蘿卜
chase （v. ）	追趕
chemical (s) （n. ）	化學品
city (ies) （n. ）	城市
compost （n. ）	自然有機肥料堆
crop (s) （n. ）	莊稼
danger （n. ）	危險
dig （v. ）	挖掘
dirt （n. ）	髒土
environmental （adj. ）	環境的
garden (s) （n. ）	菜園
grass （n. ）	野草
grow （v. ）	生長
hardware store (s) （n. ）	五金商店
harvest （v. ）	收獲

health department (s) (n.)	健康部門
hoe (s) (n.)	鋤頭
lead (n.)	鉛
leaf (ves) (n.)	葉子
lettuce (n.)	生菜
plant (v.)	種植
plant (s) (n.)	植物
polluted (adj.)	污染
rake (s) (n.)	耙子
root (s) (n.)	根
seed (s) (n.)	種子
shovel (s) (n.)	鐵鏟
soil (n.)	土壤
tomato (es) (n.)	番茄 西紅柿
tool (s) (n.)	工具
turnip (s) (n.)	蘿卜
vegetable (s) (n.)	蔬菜
yard (s) (n.)	院子 庭院

6 Finding the Right Home

apartment (s) (n.)	公寓套房 單元房
available (adj.)	供出租的
bedroom (s) (n.)	卧房
dining room (s) (n.)	飯廳
electricity (n.)	電
family (ies) (n.)	家庭
heat (n.)	取暖 加熱
kitchen (s) (n.)	厨房
landlord (s) (n.)	男房東
large (adj.)	大的
laundromat (s) (n.)	自助洗衣房
lead (n.)	鉛
lease (s) (n.)	租房合同
parking (n.)	停車位
rent (v.)	租
residential (adj.)	居民的

security deposit (s)	(n.)	保險押金
street (s)	(n.)	街道
tenant (s)	(n.)	房客
transportation	(n.)	交通
utility (ies)	(n.)	水電煤氣取暖等

7 Identifying Household Hazards

build	(v.)	建築　修建
burn	(v.)	燒
cautious	(adj.)	謹慎的
chemical (s)	(n.)	化學藥品
choke	(v.)	噎住　嗆
dangerous	(adj.)	危險的
door (s)	(n.)	門
electrical	(adj.)	電的
fire (s)	(n.)	火
floor (s)	(n.)	地板
injury (ies)	(n.)	受傷　傷害
lead	(n.)	鉛
modern	(adj.)	現代的
paint	(n.)	漆
poison	(v.)	使中毒
precaution (s)	(n.)	小心謹慎
radiator (s)	(n.)	暖氣
railing (s)	(n.)	樓梯扶手　欄杆
shock	(v.)	震動
stair (s)	(n.)	樓梯　台階
suffocation (s)	(n.)	窒息
toy (s)	(n.)	玩具
trim	(n.)	室內帖飾物
vent (s)	(n.)	通氣道
wall (s)	(n.)	牆壁
window (s)	(n.)	窗户

8 Making Your Home Safe

adjust （v.）	調整
appliance（s） （n.）	家用電器
ashtray （n.）	烟灰缸 烟灰盤
balcony（ies） （n.）	凉台 曬台
basement （n.）	地下室
bathtub （n.）	浴缸 澡盆
batteries （n.）	電池
bed （n.）	床
bedroom （n.）	卧室
block （v.）	欄擋 阻隔
build （v.）	建築 修建
burn （v.）	燙傷 燒傷
careless （adj.）	粗心大意的
chemical（s） （n.）	化學藥品
cigarette（s） （n.）	香烟 烟卷
dangerous （adj.）	危險的
door（s） （n.）	門
electrical （adj.）	電的
firearm（s） （n.）	火器 武器
floor（s） （n.）	地板
furniture （n.）	家具
hair dryer（s） （n.）	吹發器 電吹風
heater（s） （n.）	加熱器 電熱氣
lamp（s） （n.）	台燈
lead （n.）	鉛
medicine（s） （n.）	藥
paint （n.）	漆
poison （v.）	使中毒
porch（s） （n.）	平台 門廊
prevent （v.）	防止 預防
radio（s） （n.）	收音機
railings （n.）	樓梯扶手 欄杆
reach （v.）	伸手取
safe （adj.）	安全的
scald （v.）	燙傷
screen（s） （n.）	紗窗

shock （v.）	震撼
smoke detector（s） （n.）	烟火警報器
stair（s） （n.）	樓梯 台階
temperature（s） （n.）	溫度
thermometer（s） （n.）	溫度計
toy（s） （n.）	玩具
trim （n.）	室內貼飾物
vent（s） （n.）	通氣道
vitamin（s） （n.）	維生素 維他命
wall（s） （n.）	牆壁
window（s） （n.）	窗户

9 Renovating Your Home

absorption （n.）	吸收
assure （v.）	使人確信
bathroom（s） （n.）	洗手間 厠所
bedroom（s） （n.）	卧室
behavior （n.）	行爲
cabinet（s） （n.）	厨櫃
carpet（s） （n.）	地毯
complain （v.）	抱怨 訴説
contaminated （adj.）	污化的
contractor（s） （n.）	合同包工人
cover （v.）	覆蓋 蓋住
dispose （v.）	處理 扔掉
door（s） （n.）	門
drape（s） （n.）	窗帘
dust （n.）	灰塵
fume（s） （n.）	汽車廢氣
furniture （n.）	家具
hazard（s） （n.）	潛在危害
hinge（s） （n.）	合葉 門軸
kitchen（s） （n.）	厨房
lead （n.）	鉛
lead poisoning （n.）	鉛中毒
magazine（s） （n.）	雜志
neighborhood（s） （n.）	街坊四鄰

original （adj.）	原先的　原来的
paint （n.）	漆
paneling （n.）	木格板　镶板
park（s） （n.）	公園
permanent （adj.）	永久的　固定的
remove （v.）	去除
renovate （v.）	翻修　修繕
renovation（s） （n.）	翻修　修繕
repair （v.）	修理
repair（s） （n.）	修理
replace （v.）	更换
respirator（s） （n.）	呼吸保護器　口罩
sand （v.）	砂紙打磨
scrape （v.）	刮除
sheet rock （n.）	牆板
sick （adj.）	有病的
stomach ache（s） （n.）	胃疼
symptom（s） （n.）	症狀
tiles （n.）	瓷磚　瓷瓦
utensil（s） （n.）	家用器皿
wallpaper （n.）	糊牆紙
waste （n.）	廢料　垃圾
window（s） （n.）	窗户
wrap （v.）	包裹　包住
yard（s） （n.）	院子　庭院

Kòmanse Viv Ansante: Fanmi ki Pwoteje Kont Anpwazònman Plon

Glossary of Terms (Haitian-Creole)

1 Going to the Doctor

absorb (v.)	absòbe
blood (n.)	san
body(ies) (n.)	kò
brain(s) (n.)	sèvo
checkup(s) (n.)	konsiltasyon
cling (v.)	kole
cough (v.)	touse
crumble (v.)	kraze anmyètmoso
current (adj.)	kouran
dangerous (adj.)	danjre
dirt (n.)	fatra
dust (n.)	pousyè
empty (adj.)	vid
examining room(s) (n.)	sal-konsiltasyon
finger(s) (n.)	dwèt
furniture (n.)	mèb
healthy (adj.)	ansante
health clinic(s) (n.)	klinik medikal
high (adj.)	wo
immunization(s) (n.)	vaksinasyon
kidney(s) (n.)	ren
lead (n.)	plon
lead poisoning (n.)	anpwazònman plon
low (adj.)	ba
mop(s) (n.)	kòlèt
mop (v.)	lave ak kòlèt

mouth(s) (n.)	bouch
nutritious (adj.)	nitritif
paint (n.)	penti
peeling (adj.)	k ap dekale
recommend (v.)	rekòmande
recover (v.)	refè
safe (adj.)	an sekirite
scatter (v.)	simen
sneeze (v.)	estènye
stethoscope(s) (n.)	sond
stomach(s) (n.)	lestomak
test (v.)	analiz
vacuum (v.)	vakyòm
wash (v.)	lave
window(s) (n.)	fenèt
wipe (v.)	siye
worry (v.)	enkyete
yard(s) (n.)	lakou

2 Identifying Symptoms of Illness

ache(s) (n.)	doulè
ache (v.)	fè mal
blood (n.)	san
check (v.)	tcheke
checkup(s) (n.)	konsiltasyon
complain (v.)	plenyen
contact (v.)	kontakte
cough (v.)	touse
cover (v.)	kouvri
cramp(s) (n.)	vantfèmal
dangerous (adj.)	grav
demanding (adj.)	egzijan
diagnosis(ses) (n.)	dyagnosis
diarrhea (n.)	dyare
disease(s) (n.)	maladi
dizzy (adj.)	toudi

dizziness (n.)	toudisman
doctor(s) (n.)	doktè
examination room(s) (n.)	sal konsiltasyon
examine (v.)	konsilte
fatigue (n.)	fatig
fever(s) (n.)	lafyèv
headache(s) (n.)	maltèt
illness (n.)	maladi
irritable (adj.)	akaryat
irritability (n.)	eksitabilite
itch (n.)	gratèl
landlord(s) (n.)	mètkay
lead (n.)	plon
learn (v.)	aprann
mysterious (adj.)	misterye
nausea (n.)	noze
nauseated (adj.)	gen noze
pain(s) (n.)	doulè
poison (v.)	pwazon
rash(es) (n.)	chofi
remove (v.)	retire
scream (v.)	rele
sick (adj.)	malad
sneeze (v.)	estènye
sore (adj.)	tiblesi
soreness (n.)	doulè
sore throat(s) (n.)	malgòj
stomachache(s) (n.)	doulè lestomak
symptom(s) (n.)	sentòm
test (v.)	analize
test (n.)	analiz
tired (adj.)	fatige
vomit (v.)	vomi

3 Making Water Safe to Drink

baby(ies) (n.)	tibebe
bottle(s) (n.)	boutèy
breakfast(s) (n.)	dejene
butter (n.)	bè
certified (adj.)	sètifye
collect (v.)	mete
corrosive (adj.)	wouye
cost (v.)	koute
determine (v.)	detèmine
dollar(s) (n.)	dola
drink (v.)	bwè
eat (v.)	manje
expensive (adj.)	chè
faucet(s) (n.)	wobinèt
fill (v.)	ranpli
flush (v.)	voye-ale
fruit (n.)	fwi
glass(es) (n.)	vè
harm (v.)	koze danje
health department(s) (n.)	depatman lasante
hotline(s) (n.)	nimewo telefòn enfòmasyon
hungry (adj.)	grangou
juice (n.)	ji
kitchen(s) (n.)	kwizin
laboratory(ies) (n.)	laboratwa
lead (n.)	plon
mail (v.)	poste
milk (n.)	lèt
pipe(s) (n.)	tiyo
plumbing (n.)	plonbri
pregnant (adj.)	ansent
prevent (v.)	prevni
risk (v.)	riske
safe (adj.)	an sekirite
sample(s) (n.)	echantiyon
sink(s) (n.)	evye
table(s) (n.)	tab

telephone(s) (n.)	telefòn
test(s) (n.)	tès
test (v.)	teste
toast (n.)	griye
waste (v.)	gaspiye
water (n.)	dlo
water filter(s) (n.)	aparèy pou filtre dlo
water supplier(s) (n.)	konpayi dlo

4 Preparing and Storing Food

absorb (v.)	absòbe
blood (n.)	san
calm (adj.)	kalm
candy bar(s) (n.)	sirèt
carrot(s) (n.)	kawòt
cook (v.)	kwit
curious (adj.)	kirye
dish(es) (n.)	vèsèl
dust (n.)	pousyè
finger(s) (n.)	dwèt
French fry(ies) (n.)	pòmdetè fri
fruit (n.)	fwi
glaze(s) (n.)	glas
green pepper(s) (n.)	piman vè
grocery store (n.)	boutik manje
handmade (adj.)	alamen
herb(s) (n.)	epis
hungry (adj.)	grangou
imported (adj.)	enpòte
invite (v.)	envite
junk food (n.)	tchaw
lead (n.)	plon
mouth(s) (n.)	bouch
mug(s) (n.)	goblè
naturally (adv.)	natirèlman
neighbor(s) (n.)	vwazen

nutritious (adj.)	nitritif
paint (n.)	penti
potato chip(s) (n.)	pòmdetè fri sèk (potato chips)
prepare (v.)	prepare
raisin(s) (n.)	rezen
recipe(s) (n.)	resèt
soil (n.)	tè
spice(s) (n.)	epis
stew(s) (n.)	bouyon
store (v.)	anbale
sweet potato(es) (n.)	patat
tomato(es) (n.)	tomat
vegetable(s) (n.)	legim
worry (v.)	enkyete

5 Avoiding Dangers in the Dirt

absorb (v.)	absòbe
animal(s) (n.)	bèt
bother (v.)	nwi
bug(s) (n.)	tibèt
carrot(s) (n.)	kawòt
chase (v.)	kouri dèyè
chemical(s) (n.)	pwodwi chimik
city(ies) (n.)	lavil
compost (n.)	fimye
crop(s) (n.)	rekòt
danger (n.)	danje
dig (v.)	fouye
dirt (n.)	fatra
environmental (adj.)	nan anviwonman
garden(s) (n.)	jaden
grass (n.)	zèb
grow (v.)	grandi
hardware store(s) (n.)	boutik kenkay
harvest (v.)	rekòt
health department(s) (n.)	depatman lasante

hoe(s) (n.)	rak
lead (n.)	plon
leaf(ves) (n.)	fèy
lettuce (n.)	leti
plant (v.)	plante
plant(s) (n.)	plant
polluted (adj.)	enfeste
rake(s) (n.)	rato
root(s) (n.)	rasin
seed(s) (n.)	grenn
shovel(s) (n.)	pèl
soil (n.)	tè
tomato(es) (n.)	tomat
tool(s) (n.)	zouti
turnip(s) (n.)	navè
vegetable(s) (n.)	legim
yard(s) (n.)	lakou

6 Finding the Right Home

apartment(s) (n.)	apatman
available (adj.)	vid
bedroom(s) (n.)	chanm
dining room(s) (n.)	salamanje
electricity (n.)	elektrisite
family(ies) (n.)	fanmi
heat (n.)	chofaj
kitchen(s) (n.)	kwizin
landlord(s) (n.)	mètkay
large (adj.)	laj
laundromat(s) (n.)	blanchisri
lead (n.)	plon
lease(s) (n.)	kontra lwaye
parking (n.)	garaj
rent (v.)	lwe
residential (adj.)	rezidansyèl
security deposit(s) (n.)	depo pou peye mwa davans
street(s) (n.)	lari

tenant(s) (n.)	lokatè
transportation (n.)	transpòtasyon
utility(ies) (n.)	kouran/chofaj/gaz

7 Identifying Household Hazards

build (v.)	bati
burn (v.)	boule
cautious (adj.)	pridan
chemical(s) (n.)	pwodwi chimik
choke (v.)	toufe
dangerous (adj.)	danjre
door(s) (n.)	pòt
electrical (adj.)	elektrik
fire(s) (n.)	difè
floor(s) (n.)	planche
injury(ies) (n.)	frakti
lead (n.)	plon
modern (adj.)	modèn
paint (n.)	penti
poison (v.)	pwazon
precaution(s) (n.)	prekosyon
radiator(s) (n.)	radyatè
railing(s) (n.)	balistrad
shock (v.)	chok
stair(s) (n.)	eskalye
suffocation(s) (n.)	sifokasyon
toy(s) (n.)	jwèt
trim (n.)	taye
vent(s) (n.)	twou van
wall(s) (n.)	mi
window(s) (n.)	fenèt

8 Making Your Home Safe

adjust (v.)	ajiste
appliance(s) (n.)	aparèy
ashtray(s) (n.)	sandriye
balcony(ies) (n.)	balkon
basement (n.)	sousòl
bathtub (n.)	basen
battery(ies) (n.)	pil
bed (n.)	kabann
bedroom (n.)	chanm
block (v.)	bloke
build (v.)	bati
burn (v.)	boule
careless (adj.)	neglijan
chemical(s) (n.)	pwodwi chimik
cigarette(s) (n.)	sigarèt
dangerous (adj.)	danjre
door(s) (n.)	pòt
electrical (adj.)	elektric
firearm(s) (n.)	zam
floor(s) (n.)	planche
furniture (n.)	mèb
hair dryer(s) (n.)	sechwa pou cheve
heater(s) (n.)	aparèy chofaj
lamp(s) (n.)	lanp
lead (n.)	plon
medicine(s) (n.)	medikaman
paint (n.)	penti
poison (v.)	pwazon
porch(s) (n.)	galri
prevent (v.)	prevni
radio(s) (n.)	radyo
railing(s) (n.)	balistrad
reach (v.)	rive-jwenn
safe (adj.)	an sekirite
scald (v.)	boule po
screen(s) (n.)	gri dèyè fenèt

shock (v.)	chòk
smoke detector(s) (n.)	aparèy pou detekte lafimen
stair(s) (n.)	eskalye
temperature(s) (n.)	tanperati
thermometer(s) (n.)	tèmomèt
toy(s) (n.)	jwèt
trim (n.)	taye
vent(s) (n.)	twou van
vitamin(s) (n.)	vitamin
wall(s) (n.)	mi
window(s) (n.)	fenèt

9 Renovating Your Home

absorption (n.)	absòpsyon
assure (v.)	asire
bathroom(s) (n.)	saldeben
bedroom(s) (n.)	chanm
behavior (n.)	konpòtman
cabinet(s) (n.)	kabinèt
carpet(s) (n.)	tapi
complain (v.)	plenyen
contaminated (adj.)	kontamine
contractor(s) (n.)	kontraktè
cover (v.)	kouvri
dispose (v.)	dispoze
door(s) (n.)	pòt
drape(s) (n.)	rido
dust (n.)	pousyè
fume(s) (n.)	lafimen
furniture (n.)	mèb
hazard(s) (n.)	danje
hinge(s) (n.)	gon pòt
kitchen(s) (n.)	kwizin
lead (n.)	plon
lead poisoning (n.)	anpwazònman plon
magazine(s) (n.)	revi

neighborhood(s) (n.)	vwazinaj
original (adj.)	orijinal
paint (n.)	penti
paneling (n.)	panno-kay
park(s) (n.)	pak
permanent (adj.)	pèmanan
remove (v.)	retire
renovate (v.)	mete an nèf
renovation(s) (n.)	reparasyon
repair (v.)	repare
repair(s) (n.)	reparasyon
replace (v.)	ranplase
respirator(s) (n.)	respiratè
sand (v.)	sable
scrape (v.)	grate
sheet rock (n.)	tòl an wòch (sheet rock)
sick (adj.)	malad
stomachache(s) (n.)	doulè lestomak
symptom(s) (n.)	sentòm
tile(s) (n.)	mozayik
utensil(s) (n.)	batri-kwizin
wallpaper (n.)	papye pou kouvri mi kay
waste (n.)	fatra
window(s) (n.)	fenèt
wrap (v.)	vlope
yard(s) (n.)	lakou

ការចាប់ផ្តើមដែលមានសុខភាព : គ្រួសារដែលផុតពីគ្រោះថ្នាក់នៃជាតិសំណ

Glossary of Terms (Khmer)

1 Going to the Doctor

absorb (v.)	ស្រូប (ក.)
blood (n.)	ឈាម (ន.)
body(ies) (n.)	រាងកាយ (ន.)
brain(s) (n.)	ខួរក្បាល (ន.)
checkup(s) (n.)	ការពិនិត្យសុខភាព (ន.)
cling (v.)	តោង (ក.)
cough (v.)	ក្អក (ក.)
crumble (v.)	បែកជាកំទិចធ្ងលិ (ក.)
current (adj.)	ច្នៃ (គុ.)
dangerous (adj.)	ដែលមានគ្រោះថ្នាក់ (គុ.)
dirt (n.)	ដី (ន.)
dust (n.)	ធ្ងលិ (ន.)
empty (adj.)	ទទេ (គុ.)
examining room(s) (n.)	បន្ទប់ពិនិត្យរោគ (ន.)
finger(s) (n.)	ម្រាមដៃ (ន.)
furniture (n.)	គ្រឿងគុទ្ធតាំង (ន.)
healthy (adj.)	សុខភាពល្អ (គុ.)
health clinic(s) (n.)	មន្ទីរសុខភាព (ន.)
high (adj.)	ខ្ពស់ (គុ.)
immunization(s) (n.)	ការចាក់ថ្នាំការពារ (ន.)
kidney(s) (n.)	តម្រងនោម(ន.)
lead (n.)	សំណ(ន.)
lead poisoning (n.)	ការពុលពីជាតិសំណ(ន.)
low (adj.)	ទាប(គុ.)
mop(s) (n.)	ប្រដាប់ជូសលាងកំរាល(ន.)
mop (v.)	ជូសលាងដោយប្រើប្រដាប់លាងកំរាល(ក.)

mouth(s) (n.)	មាត់ (ន.)
nutritious (adj.)	ដែលផ្តួយឲ្យរាងកាយធំធាត់ (គុ.)
paint (n.)	ថ្នាំលាប (ន.)
peeling (adj.)	ដែលរបក (គុ.)
recommend (v.)	ចង់ឲ្យធ្វើតាម (កិ.)
recover (v.)	ជាឡើងវិញ (កិ.)
safe (adj.)	ក្បានគ្រោះថ្នាក់ (គុ.)
scatter (v.)	រាយប៉ាយ (កិ.)
sneeze (v.)	កណ្តាស់ (កិ.)
stethoscope(s) (n.)	ប្រដាប់ស្តាប់សម្រាប់ក្នុងខ្លួនបុគ្គលរាទស្សន៍ (ន.)
stomach(s) (n.)	ក្រពះ (ន.)
test (v.)	ពិសោធមើល (កិ.)
vacuum (v.)	បូមធូលី (កិ.)
wash (v.)	លាង (កិ.)
window(s) (n.)	បង្អួច (ន.)
wipe (v.)	ជូត (កិ.)
worry(v.)	ព្រួយ (កិ.)
yard(s) (n.)	ទីធ្លា (ន.)

2 Identifying Symptoms of Illness

ache(s) (n.)	ការឈឺចាប់ (ន.)
ache (v.)	ឈឺចាប់ (កិ.)
blood (n.)	ឈាម (ន.)
check (v.)	ឆែកមើល (កិ.)
checkup(s) (n.)	ពិនិត្យសុខភាព (កិ.)
complain (v.)	ត្អូញត្អែ (កិ.)
contact (v.)	ទំាក់ទង (កិ.)
cough (v.)	ក្អក (កិ.)
cover (v.)	គ្របពីលើ (កិ.)
cramp(s) (n.)	ជំណឺរឈឺក្នុងពោះ (ន.)
dangerous (adj.)	ដែលមានគ្រោះថ្នាក់ (ន.)
demanding (adj.)	ដែលរកវៀង (គុ.)
diagnosis(ses) (n.)	រោគវិនិច្ឆ័យ (ន.)

diarrhea (n.)	អាសន្នរោគ (ន.)
disease(s) (n.)	រោគ (ន.)
dizzy (adj.)	វិលមុខ (គុ.)
dizziness (n.)	រោគវិលមុខ (ន.)
doctor(s) (n.)	វេជ្ជបណ្ឌិត (ន.)
examination room(s) (n.)	បន្ទប់ពិនិត្យរោគ (ន.)
examine (v.)	ពិនិត្យមើល (កិ.)
fatigue (n.)	នឿយហត់ (គុ.)
fever(s) (n.)	រោគគ្រុន (ន.)
headache(s) (n.)	រោគឈឺក្បាល (ន.)
illness (n.)	រោគា (ន.)
irritable (adj.)	ដែលឆាយខឹងមួម៉ៅ (គុ.)
irritability (n.)	ភាពឆាយខឹងមួម៉ៅ (ន.)
itch (n.)	រមាស់ (ន.)
landlord(s) (n.)	ម្ចាស់ផ្ទះជួល (ន.)
lead (n.)	សំណ (ន.)
learn (v.)	រៀន (កិ.)
mysterious (adj.)	ដែលមានអាថ៌កំបាំង (គុ.)
nausea (n.)	រមួលក្រោល (ន.)
nauseated (adj.)	ដែលរមួលក្រោល (គុ.)
pain(s) (n.)	ឈឺចាប់ (ន.)
poison (v.)	ពុល (កិ.)
rash(es) (n.)	រោលទឡ្ហីងកន្ទួលរមាស់ (ន.)
remove (v.)	យកចេញ (កិ.)
scream (v.)	ស្រែកយំ (កិ.)
sick (adj.)	ឈឺ (គុ.)
sneeze (v.)	កណ្តាស់ (កិ.)
sore (adj.)	ចុក (គុ.)
soreness (n.)	ភាពចុកចាប់ (ន.)
sore throat(s) (n.)	ឈឺចំពង់ក (ន.)
stomachache(s) (n.)	ឈឺពោះ (ន.)
symptom(s) (n.)	រោគសញ្ញា (ន.)
test (v.)	ពិសោធ (កិ.)
test (n.)	ការពិសោធន៍ (ន.)
tired (adj.)	អស់កម្លាំង (គុ.)
vomit (v.)	ក្អួត (កិ.)

3 Making Water Safe to Drink

baby(ies) (n.)	ទារក (ន.)
bottle(s) (n.)	ដប (ន.)
breakfast(s) (n.)	អាហារពេលព្រឹក (ន.)
butter (n.)	ប័រ (ន.)
certified (adj.)	ដែលមានការទទួលស្គាល់ (គុ.)
collect (v.)	ប្រមូលសន្សំ (កិ.)
corrosive (adj.)	ដែលស៊ីឬកាត់ (គុ.)
cost (v.)	ថ្លៃ (កិ.)
determine (v.)	កំណត់ (កិ.)
dollar(s) (n.)	ដុល្លារ (ន.)
drink (v.)	ផឹក (កិ.)
eat (v.)	ញ៉ាំ (កិ.)
expensive (adj.)	ថ្លៃ (គុ.)
faucet(s) (n.)	ក្បាលម៉ាស៊ូន (ន.)
fill (v.)	បំពេញ (កិ.)
flush (v.)	បើកបង្ហូរទឹក (កិ.)
fruit (n.)	ផ្លែឈើ (ន.)
glass(es) (n.)	កែវ (ន.)
harm (v.)	ធ្វើឲ្យឈឺ (កិ.)
health department(s) (n.)	ក្រសួងសុខាភិបាល (ន.)
hotline(s) (n.)	ខ្សែទូរស័ព្ទដែលនោចាទទួលជាប្រចាំ (ន.)
hungry (adj.)	ឃ្លាន (គុ.)
juice (n.)	ទឹកផ្លែឈើ (ន.)
kitchen(s) (n.)	ផ្ទះបាយ (ន.)
laboratory(ies) (n.)	មន្ទីរពិសោធន៍ (ន.)
lead (n.)	សំណ (ន.)
mail (v.)	ផ្ញើ (កិ.)
milk (n.)	ទឹកដោះគោ (ន.)
pipe(s) (n.)	បំពង់បង្ហូរ (ន.)
plumbing (n.)	ប្រព័ន្ធនៃបំពង់ទឹក (ន.)
pregnant (adj.)	មានទម្ងន់ (គុ.)
prevent (v.)	ការពារជាមុន (កិ.)
risk (v.)	ប្រថុយ (កិ.)
safe (adj.)	ដែលគ្មានគ្រោះថ្នាក់ (គុ.)
sample(s) (n.)	គំរូ (ន.)
sink(s) (n)	ស្នូកទឹក (ន.)

table(s) (n.)	តុ (ន.)
telephone(s) (n.)	ទូរស័ព្ទ (ន.)
test(s) (n.)	ការពិសោធន៍ (ន.)
test (v.)	ពិសោធ (កិ.)
toast (n.)	នំបុ័ងអាំង (ន.)
waste (v.)	ខ្ជះខ្ជាយ (កិ.)
water (n.)	ទឹក (ន.)
water filter(s) (n.)	តំរងទឹក (ន.)
water supplier(s) (n.)	គ្រឿងប្រដាប់សំរាប់ទឹក (ន.)

4 Preparing and Storing Food

absorb (v.)	ស្រូប (កិ.)
blood (n.)	ឈាម (ន.)
calm (adj.)	ស្ងៀមស្ងាត់ (គុ.)
candy bar(s) (n.)	នំស្ករ (ន.)
carrot(s) (n.)	ការុត (ន.)
cook (v.)	ដាំស្ងោ (កិ.)
curious (adj.)	ដែលចង់ដឹងចង់ឃើញ (គុ.)
dish (es) (n.)	ចាន (ន.)
dust (n.)	ធូលី (ន.)
finger(s) (n,)	ម្រាមដៃ (ន.)
French fry(ies) (n.)	តម្ងងបំពងខ្លាញ់ (ន.)
fruit (n.)	ផ្លែឈើ (ន.)
glaze(s) (n.)	ថ្នាំលាបឲ្យរលោង (ន.)
green pepper(s) (n.)	ម្ទេសផ្អែកបៃតង (ន.)
grocery store (n.)	ហាងលក់គ្រឿងទេស (ន.)
handmade (adj.)	ដែលធ្វើដោយដៃ (គុ.)
herb(s) (n.)	ស្មៅហាប (ន.)
hungry (adj.)	ឃ្លាន (គុ.)
imported (adj.)	ដែលនាំចូល (គុ.)
invite (v.)	អញ្ជើញ (កិ.)
junk food (n.)	ចំណីមិនសូវមានជីវជាតិ (ន.)
lead (n.)	សំណ (ន.)
mouth(s) (n.)	មាត់ (ន.)
mug(s) (n.)	ពែង (ន.)
naturally (adv.)	តាមធម្មជាតិ (កិ.វិ.)

neighbor(s) (n.)	អ្នកជិតខាង (ន.)
nutritious (adj.)	ដែលផ្តួយឲ្យធំធាត់ (គុ.)
paint (n.)	ថ្នាំលាប (ន.)
potato chip(s) (n.)	ចំណិតតម្ងងស្រួយ (ន.)
prepare (v.)	រៀបចំ (កិ.)
raisin(s) (n.)	ទំពាំងបាយដូរស្រែម (ន.)
recipe(s) (n.)	ក្បួនធ្វើ (ន.)
soil (n.)	ដីដែសំរាប់ដាំ (ន.)
spice(s) (n.)	គ្រឿងធ្វើសម្ល (ន.)
stew(s) (n.)	សម្ល (ន.)
store (v.)	ស្តុកទុក (ន.)
sweet potato(es) (n.)	តម្ងងដ្ឋា (ន.)
tomato(es) (n.)	ប៉ែងចោ: (ន.)
vegetable(s) (n.)	បន្លែ (ន.)
worry (v.)	ព្រួយបារម្ភ (កិ.)

5 Avoiding Dangers in the Dirt

absorb (v.)	ស្រូប (កិ.)
animal(s) (n.)	សត្វតាហណ: (ន.)
bother (v.)	រំខាន (កិ.)
bug(s) (n.)	សត្វចង្រៃ (ន.)
carrot(s) (n.)	ការុត (ន.)
chase (v.)	ដេញ (កិ.)
chemical(s) (n.)	ជាតិគីមី (ន.)
city(ies) (n.)	ក្រុង (ន.)
compost (n.)	វត្ថុពុករលួយជាជីដាក់ដំណាំ (ន.)
crop(s) (n.)	ដំណាំ (ន.)
danger (n.)	គ្រោះថ្នាក់ (ន.)
dig (v.)	ជីក (កិ.)
dirt (n.)	កំទិចដី (ន.)
environmental (adj.)	បរិយាកាស (គុ.)
garden(s) (n.)	សួន (ន.)
grass (n.)	ស្មៅ (ន.)
grow (v.)	លូតលាស់ (កិ.)
hardware store(s) (n.)	ហាងលក់គ្រឿងដែក (ន.)

harvest (v.)	បេះប្រមូលផល (កិ.)
health department(s) (n.)	ក្រសួងសុខាភិបាល (ន.)
hoe(s) (n.)	ចបកាប់ (ន.)
lead (n.)	សំណ (ន.)
leaf(ves) (n.)	ស្លឹករឈើ (ន.)
lettuce (n.)	សាឡាត់ (ន.)
plant (v.)	ដាំ(រុក្ខជាតិ) (កិ.)
plant(s) (n.)	រុក្ខជាតិ (ន.)
polluted (adj.)	ដែលក្រខ្វក់ (គុ.)
rake(s) (n.)	រនាស់ (ន.)
root(s) (n.)	ឫស (ន.)
seed(s) (n.)	គ្រាប់ (ន.)
shovel(s) (n.)	ប៊ែល (ន.)
soil (n.)	ដីមានជីសំរាប់ដាំ (ន.)
tomato(es) (n.)	ប៊េងចាំះ (ន.)
tool(s) (n.)	ឧបករណ៍ (ន.)
turnip(s) (n.)	ម៉ៃមធូនិប (ន.)
vegetable(s) (n.)	បន្លែ (ន.)
yard(s) (n.)	ទីធ្លា (ន.)

6 Finding the Right Home

apartment(s) (n.)	ផ្ទះល្វែង (ន.)
available (adj.)	ដែលអាចរកបាន (គុ.)
bedroom(s) (n.)	បន្ទប់ដេក (ន.)
dining room(s) (n.)	បន្ទប់បាយ (ន.)
electricity (n.)	ភ្លើងអគ្គិសនី (ន.)
family(ies) (n.)	គ្រួសារ (ន.)
heat (n.)	កំដៅ (ន.)
kitchen(s) (n.)	ផ្ទះបាយ (ន.)
landlord(s) (n.)	ម្ចាស់ផ្ទះជួល (ន.)
large (adj.)	ទូលាយ (គុ.)
laundromat(s) (n.)	កន្លែងបោកខោអាវ (ន.)
lead (n.)	សំណ (ន.)
lease(s) (n.)	កិច្ចសន្យាជួល (ន.)
parking (n.)	ចំណត (ន.)
rent (v.)	ជួល (កិ.)
residential (adj.)	ដែលគេរស់នៅ (គុ.)

security deposit(s) (n.)	ប្រាក់កក់ធានា (ន.)
street(s) (n.)	ថ្នល់ (ន.)
tenant(s) (n.)	អ្នកជួលផ្ទះ (ន.)
transportation (n.)	ការដឹកនាំ (ន.)
utility(ies) (n.)	ទឹកភ្លើងទូរស័ព្ទ (ន.)

7 Identifying Household Hazards

build (v.)	សង់ (កិ.)
burn (v.)	រលាក (ក.)
cautious (adj.)	ដោយប្រយ័ត្ន (គុ.)
chemical(s) (n.)	ជាតិគីមី (ន.)
choke (v.)	ធ្វើឲ្យច្របាច់ឬឈឹក (កិ.)
dangerous (adj.)	ដែលមានគ្រោះថ្នាក់ (គុ.)
door(s) (n.)	ទ្វារ (ន.)
electrical (adj.)	នៃអគ្គិសនី (គុ.)
fire(s) (n.)	ភ្លើង (ន.)
floor(s) (n.)	កំរាល (ន.)
injury(ies) (n.)	របួស (ន.)
lead (n.)	សំណ (ន.)
modern (adj.)	ទំនើប (គុ.)
paint (n.)	ថ្នាំលាប (ន.)
poison (v.)	ពុល (កិ.)
precaution(s) (n.)	ការប្រយ័ត្នជាមុន (ន.)
radiator(s) (n.)	ឧបករណ៍កំដៅ (ន.)
railing(s) (n.)	របាំងរាំង (ន.)
shock (v.)	តក់ (កិ.)
stair(s) (n.)	ជណ្តើរ (ន.)
suffocation(s) (n.)	ការច្របាច់ដង្ហើមស្ទាប់ (ន.)
toy(s) (n.)	ល្បែងលេង (ន.)
trim (n.)	ស៊ុម (ន.)
vent(s) (n.)	កង្ហារ (ន.)
wall(s) (n.)	ជញ្ជាំង (ន.)
window(s) (n.)	បង្អួច (ន.)

8 Making Your Home Safe

adjust (v.)	សំរួលតាម (កិ.)
appliance(s) (n.)	ឧបករណ៍ប្រើអគ្គិសនី (ន.)
ashtray(s) (n.)	ចានគោះបារី (ន.)
balcony(ies) (n.)	រានហាលជាន់ខាងលើ (ន.)
basement (n.)	ជាន់ក្រោមដី (ន.)
bathtub (n.)	អាងមុជទឹក (ន.)
battery(ies) (n.)	ថ្មពិល (ន.)
bed (n.)	គ្រែ (ន.)
bedroom (n.)	បន្ទប់ដេក (ន.)
block (v.)	ខាំងរាំង (កិ.)
build (v.)	សង់ (កិ.)
burn (v.)	រលាក (កិ.)
careless (adj.)	ប្រហែស (គុ.)
chemical(s) (n.)	ជាតិគីមី (ន.)
cigarette(s) (n.)	បារី (ន.)
dangerous (adj.)	ដែលមានគ្រោះថ្នាក់ (គុ.)
door(s) (n.)	ទ្វារ (ន.)
electrical (adj.)	នៃអគ្គិសនី (គុ.)
firearm(s) (n.)	អាវុធកាំភ្លើង (ន.)
floor(s) (n.)	ក្តារកំរាល (ន.)
furniture (n.)	គ្រឿងគុទ្ទតាំង (ន.)
hair dryer(s) (n.)	ប្រដាប់សម្ងួតសក់ (ន.)
heater(s) (n.)	មាស៊ុនកំដៅ (ន.)
lamp(s) (n.)	ចង្កៀង (ន.)
lead (n.)	សំណ (ន.)
medicine(s) (n.)	ថ្នាំព្យាបាលរោគ (ន.)
paint (n.)	ថ្នាំលាប (ន.)
poison (v.)	ពុល (កិ.)
porch(s) (n.)	ហោណាំង (ន.)
prevent (v.)	ការពារជាមុន (កិ.)
radio(s) (n.)	វិទ្យុ (ន.)
railing(s) (n.)	របាំងខាំង (ន.)
reach (v.)	អោងដល់ (កិ.)
safe (adj.)	ដែលគ្មានគ្រោះថ្នាក់ (គុ.)
scald (v.)	រលាក (កិ.)
screen(s) (n.)	រនាំងខាំងសត្វល្អិត (ន.)

shock (v.)	ឆក់ (ក.)
smoke detector(s) (n.)	ប្រដាប់រោទ៍ពេលមានផ្សែង (ន.)
stair(s) (n.)	ជណ្តើរ (ន.)
temperature(s) (n.)	អាកាសធាតុ (ន.)
thermometer(s) (n.)	ប្រដាប់ស្ទង់កំដៅ (ន.)
toy(s) (n.)	ល្បែងលេង (ន.)
trim (n.)	ស៊ុម (ន.)
vent(s) (n.)	កង្ហារ (ន.)
vitamin(s) (n.)	វីតាមិន (ន.)
wall(s) (n.)	ជញ្ជាំង (ន.)
window(s) (n.)	បង្អួច (ន.)

9 Renovating Your Home

absorption (n.)	ការស្រូប (ន.)
assure (v.)	ធានាអះអាង (ក.)
bathroom(s) (n.)	បន្ទប់ទឹក (ន.)
bedroom(s) (n.)	បន្ទប់ដេក (ន.)
behavior (n.)	ចរិយា (ន.)
cabinet(s) (n.)	ទូដាក់ខោអាវ (ន.)
carpet(s) (n.)	កំរាលព្រំ (ន.)
complain (v.)	ត្អូញត្អែ (ក.)
contaminated (adj.)	ដែលក្រខ្វក់ប្រឡាក់ (គុ.)
contractor(s) (n.)	អ្នកម៉ៅការ (ន.)
cover (v.)	គ្របពីលើ (ក.)
dispose (v.)	យកទៅចោល (ក.)
door(s) (n.)	ទ្វារ (ន.)
drape(s) (n.)	រនាំងសំពត់ (ន.)
dust (n.)	ធូលី (ន.)
fume(s) (n.)	ផ្សែងចំហាយ (ន.)
furniture (n.)	គ្រឿងតុទូតាំង (ន.)
hazard(s) (n.)	គ្រោះថ្នាក់ (ន.)
hinge(s) (n.)	គ្រចៀកទ្វារឬបង្អួច (ន.)
kitchen(s) (n.)	ផ្ទះបាយ (ន.)
lead (n.)	សំណ (ន.)
lead poisoning (n.)	ការពុលជាតិសំណ (ន.)
magazine(s) (n.)	ទស្សនាវដ្តី (ន.)
neiborhood(s) (n.)	សង្កាត់ (ន.)

original (adj.)	នៃភាពដើម (គុ.)
paint (n.)	ថ្នាំលាប (ន.)
paneling (n.)	ផ្ទាំងសំរាប់តុបតែង (ន.)
park(s) (n.)	សួនឧទ្យាន (ន.)
permanent (adj.)	ជាអចិន្ត្រៃយ៍ (គុ.)
remove (v.)	យកចេញ (កិ.)
renovate (v.)	ធ្វើឲ្យទំនើបឡើង (កិ.)
renovation(s) (n.)	ការធ្វើឲ្យទំនើបឡើង (ន.)
repair (v.)	ជួសជុល (កិ.)
repair(s) (n.)	ការជួសជុល (ន.)
replace (v.)	ផ្ទាស់ (កិ.)
respirator(s) (n.)	ប្រដាប់ដកដង្ហើម (ន.)
sand (v.)	ខាត់ (កិ.)
scrape (v.)	កោស (កិ.)
sheet rock (n.)	ក្រដាសខាត់ (ន.)
sick (adj.)	ឈឺ (គុ.)
stomachache(s) (n.)	ឈឺពោះ (ន.)
symptom(s) (n.)	រោគសញ្ញា (ន.)
tile(s) (n.)	ឥតក្រាល (ន.)
utensil(s) (n.)	ប្រដាប់ប្រដារទៅផ្ទះបាយ (ន.)
wallpaper (n.)	ក្រដាសសំរាប់បិតជញ្ជាំង (ន.)
waste (n.)	សំរាម (ន.)
window(s) (n.)	បង្អួច (ន.)
wrap (v.)	រុំខ្ចប់ (កិ.)
yard(s) (n.)	ទីធ្លា (ន.)

Glossary of Terms (Polish)

1 Going to the Doctor

absorb (v.)	wchłonąć (cz.)
blood (n.)	krew (rz.)
body(ies) (n.)	ciało (rz.)
brain(s) (n.)	mózg (rz.)
checkup(s) (n.)	badanie (rz.)
cling (v.)	przywierać (cz.)
cough (v.)	kasłać (cz.)
crumble (v.)	kruszyć się (cz.)
current (adj.)	bieżący (prz.)
dangerous (adj.)	niebezpieczny (prz.)
dirt (n.)	brud (rz.)
dust (n.)	kurz (rz.)
empty (adj.)	pusty (prz.)
examining room(s) (n.)	gabinet lekarski (rz.)
finger(s) (n.)	palec (rz.)
furniture (n.)	meble (rz.)
healthy (adj.)	zdrowy (prz.)
health clinic(s) (n.)	przychodnia (rz.)
high (adj.)	wysoki (prz.)
immunization(s) (n.)	szczepienie (rz.)
kidney(s) (n.)	nerki (rz.)
lead (n.)	ołów (rz.)
lead poisoning (n.)	zatrucie ołowiem (rz.)
low (adj.)	niski (prz.)
mop(s) (n.)	gąbka (rz.)
mop (v.)	osuszyć (cz.)
mouth(s) (n.)	usta (rz.)
nutritious (adj.)	pożywny (prz.)
paint (n.)	farba (rz.)
peeling (adj.)	złuszczona (prz.)
recommend (v.)	zalecać (cz.)

recover (v.)	wyzdrowieć (cz.)
safe (adj.)	bezpieczny (prz.)
scatter (v.)	rozproszyć (cz.)
sneeze (v.)	kichać (cz.)
stethoscope(s) (n.)	słuchawka lekarska (rz.)
stomach(s) (n.)	brzuch (rz.)
test (v.)	test (rz.)
vacuum (v.)	odkurzać (cz.)
wash (v.)	myć (cz.)
window(s) (n.)	okno (rz.)
wipe (v.)	wycierać (cz.)
worry (v.)	martwić się (cz.)
yard(s) (n.)	dziedziniec (rz.)

2 Identifying Symptoms of Illness

ache(s) (n.)	ból (rz.)
ache (v.)	boleć (cz.)
blood (n.)	krew (rz.)
check (v.)	zbadać (cz.)
checkup(s) (n.)	badanie (rz.)
complain (v.)	skarżyć się (cz.)
contact (v.)	zetknąć się (cz.)
cough (v.)	kasłać (cz.)
cover (v.)	pokryć (cz.)
cramp(s) (n.)	skurcz (rz.)
dangerous (adj.)	niebezpieczny (prz.)
demanding (adj.)	wymagający (prz.)
diagnosis(ses) (n.)	diagnoza (rz.)
diarrhea (n.)	biegunka (rz.)
disease(s) (n.)	choroba (rz.)
dizzy (adj.)	mieć zawrót głowy (cz.)
dizziness (n.)	zawrót głowy (rz.)
doctor(s) (n.)	lekarz (rz.)
examination room(s) (n.)	gabinet lekarski (rz.)
examine (v.)	badać (cz.)
fatigue (n.)	zmęczenie (rz.)
fever(s) (n.)	gorączka (rz.)
headache(s) (n.)	ból głowy (rz.)
illness (n.)	choroba (rz.)
irritable (adj.)	nerwowy (prz.)
irritability (n.)	nerwowość (rz.)
itch (n.)	swędzenie (rz.)
landlord(s) (n.)	gospodarz (rz.)

lead (n.)	ołów (rz.)
learn (v.)	dowiedzieć się (cz.)
mysterious (adj.)	tajemniczy (prz.)
nausea (n.)	mdłości (rz.)
nauseated (adj.)	mieć mdłości (cz.)
pain(s) (n.)	ból (rz.)
poison (v.)	zatruć się (cz.)
rash(es) (n.)	wysypka (rz.)
remove (v.)	usunąć (cz.)
scream (v.)	krzyczeć (cz.)
sick (adj.)	chory (prz.)
sneeze (v.)	kichać (cz.)
sore (adj.)	bolący (cz.)
soreness (n.)	bolesność (rz.)
sore throat(s) (n.)	ból gardła (rz.)
stomachache(s) (n.)	ból brzucha (rz.)
symptom(s) (n.)	objaw (rz.)
test (v.)	test (rz.)
test (n.)	badać (cz.)
tired (adj.)	zmęczony (prz.)
vomit (v.)	wymiotować (cz.)

3 Making Water Safe to Drink

baby(ies) (n.)	niemowlę (cz.)
bottle(s) (n.)	butelka (rz.)
breakfast(s) (n.)	śniadanie (rz.)
butter (n.)	masło (rz.)
certified (adj.)	licencjonowany (prz.)
collect (v.)	zbierać (cz.)
corrosive (adj.)	powodujący korozję (prz.)
cost (v.)	kosztować (cz.)
determine (v.)	określić (cz.)
dollar(s) (n.)	dolar (rz.)
drink (v.)	pić (cz.)
eat (v.)	jeść (cz.)
expensive (adj.)	drogi (prz.)
faucet(s) (n.)	kran (rz.)
fill (v.)	napełnić (cz.)
flush (v.)	opłukać (cz.)
fruit (n.)	owoc (rz.)
glass(es) (n.)	szklanka (rz.)
harm (v.)	zaszkodzić (cz.)
health department(s) (n.)	wydział zdrowia (rz.)
hotline(s) (n.)	telefon pogotowia (rz.)

hungry (adj.)	głodny (prz.)
juice (n.)	sok (rz.)
kitchen(s) (n.)	kuchnia (rz.)
laboratory(ies) (n.)	laboratorium (rz.)
lead (n.)	ołów (rz.)
mail (v.)	wysłać pocztą (cz.)
milk (n.)	mleko (rz.)
pipe(s) (n.)	rura (rz.)
plumbing (n.)	instalacja wodociągowa (rz.)
pregnant (adj.)	ciężarna (prz.)
prevent (v.)	zapobiegać (cz.)
risk (v.)	ryzykować (cz.)
safe (adj.)	bezpieczny (prz.)
sample(s) (n.)	próbka (rz.)
sink(s) (n.)	zlew (rz.)
table(s) (n.)	stół (rz.)
telephone(s) (n.)	telefon (rz.)
test(s) (n.)	test (rz.)
test (v.)	badać (cz.)
toast (n.)	grzanka (rz.)
waste (v.)	marnować (cz.)
water (n.)	woda (rz.)
water filter(s) (n.)	filtr do wody (rz.)
water supplier(s) (n.)	dostawca wody (rz.)

4 Preparing and Storing Food

absorb (v.)	wchłonąć (cz.)
blood (n.)	krew (rz.)
calm (adj.)	spokojny (prz.)
candy bar(s) (n.)	słodycze (rz.)
carrot(s) (n.)	marchew (rz.)
cook (v.)	gotować (cz.)
curious (adj.)	ciekawy (prz.)
dish(es) (n.)	naczynia (rz.)
dust (n.)	kurz (rz.)
finger(s) (n.)	palec (rz.)
French fry(ies) (n.)	frytki (rz.)
fruit (n.)	owoc
glaze(s) (n.)	szkliwo (rz.)
green pepper(s) (n.)	zielona papryka (rz.)
grocery store (n.)	sklep spożywczy (rz.)
handmade (adj.)	wykonane ręcznie (prz.)
herb(s) (n.)	zioło (rz.)

hungry (adj.)	głodny (prz.)
imported (adj.)	importowany (rz.)
invite (v.)	zaprosić (rz.)
junk food (n.)	niezdrowe jedzenie (rz.)
lead (n.)	ołów (rz.)
mouth(s) (n.)	usta (rz.)
mug(s) (n.)	kubek (rz.)
naturally (adv.)	naturalnie (rz.)
neighbor(s) (n.)	sąsiad (rz.)
nutritious (adj.)	pożywny (rz.)
paint (n.)	farba (rz.)
potato chip(s) (n.)	czipsy ziemniaczane (rz.)
prepare (v.)	przygotować (rz.)
raisin(s) (n.)	rodzynki (rz.)
recipe(s) (n.)	przepis (rz.)
soil (n.)	ziemia (rz.)
spice(s) (n.)	przyprawa (rz.)
stew(s) (n.)	potrawa duszona (rz.)
store (v.)	przechowywać (rz.)
sweet potato(es) (n.)	słodki ziemniak (rz.)
tomato(es) (n.)	pomidor (rz.)
vegetable(s) (n.)	jarzyna (rz.)
worry (v.)	martwić się (cz.)

5 Avoiding Dangers in the Dirt

absorb (v.)	wchłonąć (cz.)
animal(s) (n.)	zwierzę (rz.)
bother (v.)	przeszkadzać (cz.)
bug(s) (n.)	owady (szkodniki) (rz.)
carrot(s) (n.)	marchew (rz.)
chase (v.)	przepędzić (cz.)
chemical(s) (n.)	chemikalia (rz.)
city(ies) (n.)	miasto (rz.)
compost (n.)	kompost
crop(s) (n.)	plony (rz.)
danger (n.)	zbiory (rz.)
dig (v.)	niebezpieczeństwo (rz.)
dirt (n.)	kopać (rz.)
environmental (adj.)	(tu:) ziemia (rz.)
garden(s) (n.)	środowiskowy (rz.)
grass (n.)	ogród (rz.)
grow (v.)	trawa (rz.)
hardware store(s) (n.)	rosnąć (cz.)

harvest (v.)	sklep z narzędziami (rz.)
health department(s) (n.)	zbierać (cz.)
hoe(s) (n.)	wydział zdrowia (rz.)
lead (n.)	motyka (rz.)
leaf(ves) (n.)	ołów (rz.)
lettuce (n.)	liść (rz.)
plant (v.)	sałata (rz.)
plant(s) (n.)	sadzić (rz.)
polluted (adj.)	zanieczyszczony (rz.)
rake(s) (n.)	grabie (rz.)
root(s) (n.)	korzeń (rz.)
seed(s) (n.)	nasiono (rz.)
shovel(s) (n.)	łopata (rz.)
soil (n.)	gleba (rz.)
tomato(es) (n.)	pomidor (rz.)
tool(s) (n.)	narzędzie (rz.)
turnip(s) (n.)	rzepa (rz.)
vegetable(s) (n.)	jarzyna (rz.)
yard(s) (n.)	yard (90 cm)

6 Finding the Right Home

apartment(s) (n.)	mieszkanie (rz.)
available (adj.)	dostępne, wolne (rz.)
bedroom(s) (n.)	sypialnia (rz.)
dining room(s) (n.)	pokój stołowy (rz.)
electricity (n.)	elektryczność (rz.)
family(ies) (n.)	rodzina (rz.)
heat (n.)	ogrzewanie (rz.)
kitchen(s) (n.)	kuchnia (rz.)
landlord(s) (n.)	gospodarz (rz.)
large (adj.)	duży (rz.)
laundromat(s) (n.)	pralnia samoobsługowa (rz.)
lead (n.)	ołów (rz.)
lease(s) (n.)	umowa najmu (rz.)
parking (n.)	parking
rent (v.)	wynająć (rz.)
residential (adj.)	mieszkaniowy (rz.)
security deposit(s) (n.)	kaucja (rz.)
street(s) (n.)	ulica (rz.)
tenant(s) (n.)	lokator (rz.)
transportation (n.)	komunikacja (rz.)
utility(ies) (n.)	świadczenia komunalne (rz.)

7 Identifying Household Hazards

build (v.)	budować (rz.)
burn (v.)	(tu:) oparzyć się (cz.)
cautious (adj.)	ostrożny (prz.)
chemical(s) (n.)	chemikalia (rz.)
choke (v.)	zakrztusić się (cz.)
dangerous (adj.)	bezpieczny (prz.)
door(s) (n.)	drzwi (rz.)
electrical (adj.)	elektryczny (prz.)
fire(s) (n.)	ogień, pożar (rz.)
floor(s) (n.)	podłoga (rz.)
injury(ies) (n.)	uszkodzenie ciała (rz.)
lead (n.)	ołów (rz.)
modern (adj.)	nowoczesny (prz.)
paint (n.)	farba (rz.)
poison (v.)	zatruć się (cz.)
precaution(s) (n.)	środki ostrożności (rz.)
radiator(s) (n.)	kaloryfer (rz.)
railing(s) (n.)	bariera (rz.)
shock (v.)	porazić prądem (rz.)
stair(s) (n.)	schody (rz.)
suffocation(s) (n.)	uduszenie (rz.)
toy(s) (n.)	zabawka (rz.)
trim (n.)	drewniane elementy dekoracyjne (rz.)
vent(s) (n.)	otwór wentylacyjny (rz.)
wall(s) (n.)	ściana (rz.)
window(s) (n.)	okno (rz.)

8 Making Your Home Safe

adjust (v.)	dopasować
appliance(s) (n.)	domowe urządzenia elektryczne, np. lodówka (rz.)
ashtray(s) (n.)	popielniczka (rz.)
balcony(ies) (n.)	balkon (rz.)
basement (n.)	piwnica (rz.)
bathtub (n.)	wanna (rz.)
battery(ies) (n.)	bateria (rz.)
bed (n.)	łóżko (rz.)
bedroom (n.)	sypialnia (rz.)
block (v.)	zablokować (rz.)
build (v.)	budować (rz.)

burn (v.)	(tu:) oparzyć się (rz.)
careless (adj.)	nieuważny (rz.)
chemical(s) (n.)	chemikalia (rz.)
cigarette(s) (n.)	papieros (rz.)
dangerous (adj.)	niebezpieczny (rz.)
door(s) (n.)	drzwi (rz.)
electrical (adj.)	elektryczny (prz.)
firearm(s) (n.)	broń palna (rz.)
floor(s) (n.)	piętro (rz.)
furniture (n.)	mebel (rz.)
hair dryer(s) (n.)	suszarka do włosów (rz.)
heater(s) (n.)	grzejnik (rz.)
lamp(s) (n.)	lampa (rz.)
lead (n.)	ołów (rz.)
medicine(s) (n.)	lekarstwo (rz.)
paint (n.)	farba (rz.)
poison (v.)	zatruć się (cz.)
porch(s) (n.)	ganek (rz.)
prevent (v.)	zapobiegać (rz.)
radio(s) (n.)	radio (rz.)
railing(s) (n.)	bariera (rz.)
reach (v.)	sięgnąć (cz.)
safe (adj.)	bezpieczny (prz.)
scald (v.)	sparzyć (cz.)
screen(s) (n.)	siatka (na oknie) (rz.)
shock (v.)	porazić (cz.)
smoke detector(s) (n.)	wykrywacz dymu (rz.)
stair(s) (n.)	schody (rz.)
temperature(s) (n.)	temperatura (rz.)
thermometer(s) (n.)	termometr (rz.)
toy(s) (n.)	zabawka (rz.)
trim (n.)	drewniane elementy dekoracyjne (rz.)
vent(s) (n.)	otwór wentylacyjny (rz.)
vitamin(s) (n.)	witamina (rz.)
wall(s) (n.)	ściana (rz.)
window(s) (n.)	okno (rz.)

9 Renovating Your Home

absorption (n.)	wchłanianie (rz.)
assure (v.)	zapewnić (rz.)
bathroom(s) (n.)	łazienka (rz.)
bedroom(s) (n.)	sypialnia (rz.)
behavior (n.)	zachowanie (rz.)
cabinet(s) (n.)	szafka (rz.)
carpet(s) (n.)	wykładzina dywanowa (rz.)

complain (v.)	skarżyć się (cz.)
contaminated (adj.)	zanieczyszczony (prz.)
contractor(s) (n.)	przedsiębiorca budowlany (rz.)
cover (v.)	pokryć (cz.)
dispose (v.)	wyrzucić (rz.)
door(s) (n.)	drzwi (rz.)
drape(s) (n.)	zasłona (rz.)
dust (n.)	kurz (rz.)
fume(s) (n.)	opary chemiczne (rz.)
furniture (n.)	meble (rz.)
hazard(s) (n.)	zagrożenie (rz.)
hinge(s) (n.)	zawias (rz.)
kitchen(s) (n.)	kuchnia (rz.)
lead (n.)	ołów (rz.)
lead poisoning (n.)	zatrucie ołowiem (rz.)
magazine(s) (n.)	czasopismo (rz.)
neighborhood(s) (n.)	sąsiad (rz.)
original (adj.)	oryginalny (prz.)
paint (n.)	farba (rz.)
paneling (n.)	boazeria (rz.)
park(s) (n.)	park (rz.)
permanent (adj.)	trwały (rz.)
remove (v.)	usunąć (cz.)
renovate (v.)	odnowić (cz.)
renovation(s) (n.)	remont (rz.)
repair (v.)	naprawić (cz.)
repair(s) (n.)	naprawa (rz.)
replace (v.)	wymienić (cz.)
respirator(s) (n.)	aparat oddechowy (rz.)
sand (v.)	szlifować (cz.)
scrape (v.)	zeskrobać (rz.)
sheet rock (n.)	ścianka gipsowa (rz.)
sick (adj.)	chory (prz.)
stomachache(s) (n.)	ból brzucha (rz.)
symptom(s) (n.)	objaw (rz.)
tile(s) (n.)	kafel (rz.)
utensil(s) (n.)	sztućce (rz.)
wallpaper (n.)	tapeta (rz.)
waste (n.)	śmiecie (rz.)
window(s) (n.)	okno (rz.)
wrap (v.)	owinąć (cz.)
yard(s) (n.)	yard (90 cm)

Glossary of Terms (Portuguese)

1 Going to the Doctor

absorb (v.)	absorver
blood (n.)	sangue
body(ies) (n.)	corpo
brain(s) (n.)	cérebro
checkup(s) (n.)	checkup
cling (v.)	aderir
cough (v.)	tossir
crumble (v.)	desmoronar
current (adj.)	corrente, atual
dangerous (adj.)	perigoso
dirt (n.)	sujeira
dust (n.)	pó
empty (adj.)	vazio
examining room(s) (n.)	sala de exame
finger(s) (n.)	dedo
furniture (n.)	móvel
healthy (adj.)	sadio
health clinic(s) (n.)	clínica médica
high (adj.)	alto
immunization(s) (n.)	imunização
kidney(s) (n.)	rim
lead (n.)	chumbo
lead poisoning (n.)	envenenamento por chumbo
low (adj.)	baixo
mop(s) (n.)	pano de chão
mop (v.)	esfregar com pano de chão

mouth(s) (n.)	boca
nutritious (adj.)	nutritivo
paint (n.)	tinta
peeling (adj.)	descascada
recommend (v.)	recomendar
recover (v.)	recuperar
safe (adj.)	seguro
scatter (v.)	espalhar
sneeze (v.)	espirrar
stethoscope(s) (n.)	estetoscópio
stomach(s) (n.)	estômago
test (v.)	testar
vacuum (v.)	fazer o vácuo
wash (v.)	lavar
window(s) (n.)	janela
wipe (v.)	limpar
worry (v.)	preocupar
yard(s) (n.)	quintal

2 Identifying Symptoms of Illness

ache(s) (n.)	dor
ache (v.)	doer
blood (n.)	sangue
check (v.)	verificar
checkup(s) (n.)	checkup
complain (v.)	reclamar
contact (v.)	contatar
cough (v.)	tossir
cover (v.)	cobrir
cramp(s) (n.)	cãimbra
dangerous (adj.)	perigoso
demanding (adj.)	exigente
diagnosis(ses) (n.)	diagnóstico
diarrhea (n.)	diarréia
disease(s) (n.)	doença
dizzy (adj.)	tonto

dizziness (n.)	tontura
doctor(s) (n.)	médico
examination room(s) (n.)	sala de exame
examine (v.)	examinar
fatigue (n.)	fadiga
fever(s) (n.)	febre
headache(s) (n.)	dor de cabeça
illness (n.)	doença
irritable (adj.)	irritável
irritability (n.)	irritabilidade
itch (n.)	coceira
landlord(s) (n.)	proprietário de casa
lead (n.)	chumbo
learn (v.)	aprender
mysterious (adj.)	misterioso
nausea (n.)	náusea
nauseated (adj.)	enauseado
pain(s) (n.)	dor
poison (v.)	envenenar
rash(es) (n.)	exantema
remove (v.)	remover
scream (v.)	gritar
sick (adj.)	doente
sneeze (v.)	espirrar
sore (adj.)	dolorido
soreness (n.)	dor
sore throat(s) (n.)	dor de garganta
stomachache(s) (n.)	dor de estômago
symptom(s) (n.)	sintoma
test (v.)	testar
test (n.)	teste
tired (adj.)	cansado
vomit (v.)	vômito/s/

3 Making Water Safe to Drink

baby(ies) (n.)	bebê
bottle(s) (n.)	garrafa
breakfast(s) (n.)	café da manhã
butter (n.)	manteiga
certified (adj.)	certificado
collect (v.)	coletar
corrosive (adj.)	corrosivo
cost (v.)	custar
determine (v.)	determinar
dollar(s) (n.)	dólar
drink (v.)	tomar/beber
eat (v.)	comer
expensive (adj.)	caro
faucet(s) (n.)	torneira
fill (v.)	encher
flush (v.)	descarregar
fruit (n.)	fruta
glass(es) (n.)	copo
harm (v.)	machucar/lesar
health department(s) (n.)	departamento de saúde
hotline(s) (n.)	linha de ajuda
hungry (adj.)	faminto
juice (n.)	suco
kitchen(s) (n.)	cozinha
laboratory(ies) (n.)	laboratório
lead (n.)	chumbo
mail (v.)	enviar por correio
milk (n.)	leite
pipe(s) (n.)	tubo
plumbing (n.)	encanamento
pregnant (adj.)	grávida
prevent (v.)	evitar
risk (v.)	arriscar
safe (adj.)	seguro
sample(s) (n.)	amostra
sink(s) (n.)	pia

table(s) (n.)	mesa
telephone(s) (n.)	telefone
test(s) (n.)	teste
test (v.)	testar
toast (n.)	torrada
waste (v.)	desperdiçar
water (n.)	água
water filter(s) (n.)	filtro de água
water supplier(s) (n.)	fornecimento de água

4 Preparing and Storing Food

absorb (v.)	absorver
blood (n.)	sangue
calm (adj.)	calmo
candy bar(s) (n.)	barra de chocolate
carrot(s) (n.)	cenoura
cook (v.)	cozinhar
curious (adj.)	curioso
dish(es) (n.)	prato
dust (n.)	poeira
finger(s) (n.)	dedo
French fry(ies) (n.)	Batata frita
fruit (n.)	fruta
glaze(s) (n.)	vidrado
green pepper(s) (n.)	pimentão verde
grocery store (n.)	mercearia
handmade (adj.)	feito à mão
herb(s) (n.)	erva
hungry (adj.)	faminto
imported (adj.)	importado
invite (v.)	convidar
junk food (n.)	comida sem valor nutritivo
lead (n.)	chumbo
mouth(s) (n.)	boca
mug(s) (n.)	caneca
naturally (adv.)	naturalmente

neighbor(s) (n.)	vizinho
nutritious (adj.)	nutriente
paint (n.)	tinta
potato chip(s) (n.)	batata frita (chip)/s/
prepare (v.)	preparar
raisin(s) (n.)	uva passa
recipe(s) (n.)	receita
soil (n.)	terra
spice(s) (n.)	especiaria
stew(s) (n.)	refogado
store (v.)	armazenar
sweet potato(es) (n.)	batata doce
tomato(es) (n.)	tomate
vegetable(s) (n.)	vegetal
worry (v.)	preocupar

5 Avoiding Dangers in the Dirt

absorb (v.)	absorver
animal(s) (n.)	animal
bother (v.)	importunar
bug(s) (n.)	inseto
carrot(s) (n.)	cenoura
chase (v.)	caçar
chemical(s) (n.)	produto químico
city(ies) (n.)	cidade
compost (n.)	composto
crop(s) (n.)	colheita
danger (n.)	perigo
dig (v.)	escavar
dirt (n.)	sujeira
environmental (adj.)	ambiental
garden(s) (n.)	jardim
grass (n.)	grama
grow (v.)	crescer
hardware store(s) (n.)	loja de ferramentas
harvest (v.)	colher

health department(s) (n.)	departamento de saúde
hoe(s) (n.)	enxada
lead (n.)	chumbo
leaf(ves) (n.)	folha
lettuce (n.)	alface
plant (v.)	plantar
plant(s) (n.)	planta
polluted (adj.)	poluído
rake(s) (n.)	ancinho
root(s) (n.)	raíz
seed(s) (n.)	semente
shovel(s) (n.)	pá
soil (n.)	terra
tomato(es) (n.)	tomate
tool(s) (n.)	ferramenta
turnip(s) (n.)	nabo
vegetable(s) (n.)	vegetal
yard(s) (n.)	quintal

6 Finding the Right Home

apartment(s) (n.)	apartamento
available (adj.)	disponível
bedroom(s) (n.)	dormitório
dining room(s) (n.)	sala de jantar
electricity (n.)	eletricidade
family(ies) (n.)	família
heat (n.)	aquecimento
kitchen(s) (n.)	cozinha
landlord(s) (n.)	proprietário de casa
large (adj.)	grande
laundromat(s) (n.)	lavanderia
lead (n.)	chumbo
lease(s) (n.)	arrendamento
parking (n.)	estacionamento
rent (v.)	alugar
residential (adj.)	residencial

BEST COPY AVAILABLE

security deposit(s) (n.)	depósito de garantia
street(s) (n.)	rua
tenant(s) (n.)	inquilino
transportation (n.)	transporte
utility(ies) (n.)	serviço público

7 Identifying Household Hazards

build (v.)	construir
burn (v.)	queimar
cautious (adj.)	cuidadoso
chemical(s) (n.)	produto químico
choke (v.)	engasgar
dangerous (adj.)	perigoso
door(s) (n.)	porta
electrical (adj.)	elétrico
fire(s) (n.)	incêndio
floor(s) (n.)	piso
injury(ies) (n.)	dano
lead (n.)	chumbo
modern (adj.)	moderno
paint (n.)	tinta
poison (v.)	envenenar
precaution(s) (n.)	precaução
radiator(s) (n.)	radiador
rail..g(s) (n.)	corrimão
shock (v.)	tomar/levar choque
stair(s) (n.)	escada
suffocation(s) (n.)	sufocamento
toy(s) (n.)	brinquedo
trim (n.)	decoração
vent(s) (n.)	ventilador
wall(s) (n.)	parede
window(s) (n.)	janela

8 Making Your Home Safe

adjust (v.)	ajustar
appliance(s) (n.)	aparelho elétrico
ashtray(s) (n.)	cinzeiro
balcony(ies) (n.)	sacada
basement (n.)	porão
bathtub (n.)	banheira
battery(ies) (n.)	pilha
bed (n.)	cama
bedroom (n.)	dormitório
block (v.)	bloquear
build (v.)	construir
burn (v.)	queimar
careless (adj.)	descuidado
chemical(s) (n.)	produto químico
cigarette(s) (n.)	cigarro
dangerous (adj.)	perigoso
door(s) (n.)	porta
electrical (adj.)	elétrico
firearm(s) (n.)	arma de fogo
floor(s) (n.)	piso
furniture (n.)	móvel
hair dryer(s) (n.)	secador de cabelo
heater(s) (n.)	aquecedor
lamp(s) (n.)	lâmpada
lead (n.)	chumbo
medicine(s) (n.)	remédio
paint (n.)	tinta
poison (v.)	envenenar
porch(s) (n.)	terraço
prevent (v.)	evitar
radio(s) (n.)	rádio
railing(s) (n.)	corrimão
reach (v.)	alcançar
safe (adj.)	seguro
scald (v.)	escaldar
screen(s) (n.)	tela

shock (v.)	chocar
smoke detector(s) (n.)	detector de fumaça
stair(s) (n.)	escada
temperature(s) (n.)	temperatura
thermometer(s) (n.)	termômetro
toy(s) (n.)	brinquedo
trim (n.)	decoração
vent(s) (n.)	ventilador
vitamin(s) (n.)	vitamina
wall(s) (n.)	parede
window(s) (n.)	janela

9 Renovating Your Home

absorption (n.)	absorção
assure (v.)	assegurar
bathroom(s) (n.)	banheiro
bedroom(s) (n.)	dormitório
behavior (n.)	comportamento
cabinet(s) (n.)	armário
carpet(s) (n.)	carpete
complain (v.)	reclamar
contaminated (adj.)	contaminado
contractor(s) (n.)	empreiteiro
cover (v.)	cobrir
dispose (v.)	descartar
door(s) (n.)	porta
drape(s) (n.)	cortina
dust (n.)	poeira
fume(s) (n.)	gás
furniture (n.)	móvel
hazard(s) (n.)	perigo
hinge(s) (n.)	dobradiça
kitchen(s) (n.)	cozinha
lead (n.)	chumbo
lead poisoning (n.)	envenenamento por chumbo
magazine(s) (n.)	revista
neighborhood(s) (n.)	vizinhança

original (adj.)	original
paint (n.)	tinta
paneling (n.)	divisória
park(s) (n.)	parque
permanent (adj.)	permanente
remove (v.)	remover
renovate (v.)	renovar
renovation(s) (n.)	renovação
repair (v.)	consertar
repair(s) (n.)	conserto
replace (v.)	substituir
respirator(s) (n.)	respirador
sand (v.)	lixar
scrape (v.)	raspar
sheet rock (n.)	compensado revestido de gesso
sick (adj.)	doente
stomachache(s) (n.)	dor de estômago
symptom(s) (n.)	sintoma
tile(s) (n.)	azulejo
utensil(s) (n.)	utensílio
wallpaper (n.)	papel de parede
waste (n.)	desperdício
window(s) (n.)	janela
wrap (v.)	embrulhar
yard(s) (n.)	quintal

Glossary of Terms (Russian)

1 Going to the Doctor

absorb (v.)	поглощаться
blood (n.)	кровь
body(ies) (n.)	организм
brain(s) (n.)	мозг
checkup(s) (n.)	осмотр
cling (v.)	налипать
cough (v.)	кашлять
crumble (v.)	осыпаться
current (adj.)	текущий
dangerous (adj.)	опасный
dirt (n.)	земля
dust (n.)	пыль
empty (adj.)	пустой
examining room(s) (n.)	смотровой кабинет
finger(s) (n.)	палец
furniture (n.)	мебель
healthy (adj.)	здоровый
health clinic(s) (n.)	поликлиника
high (adj.)	высокий
immunization(s) (n.)	прививка
kidney(s) (n.)	почка
lead (n.)	свинец
lead poisoning (n.)	отравление свинцом
low (adj.)	низкий
mop(s) (n.)	швабра
mop (v.)	протирать шваброй

mouth(s) (n.)	рот
nutritious (adj.)	питательный
paint (n.)	краска
peeling (adj.)	отслаивающаяся
recommend (v.)	рекомендовать
recover (v.)	выздоравливать
safe (adj.)	безопасный
scatter (v.)	рассеиваться
sneeze (v.)	чихать
stethoscope(s) (n.)	стетоскоп
stomach(s) (n.)	желудок
test (v.)	проходить анализ
vacuum (v.)	чистить пылесосом
wash (v.)	мыть
window(s) (n.)	окно
wipe (v.)	вытирать
worry (v.)	беспокоиться
yard(s) (n.)	двор

2 Identifying Symptoms of Illness

ache(s) (n.)	боль
ache (v.)	болеть
blood (n.)	кровь
check (v.)	проверяться
checkup(s) (n.)	осмотр
complain (v.)	жаловаться
contact (v.)	обращаться
cough (v.)	кашлять
cover (v.)	покрывать
cramp(s) (n.)	судорога
dangerous (adj.)	опасный
demanding (adj.)	требовательный
diagnosis(ses) (n.)	диагноз
diarrhea (n.)	понос
disease(s) (n.)	заболевание
dizzy (adj.)	испытывающий головокружение

dizziness (n.)	головокружение
doctor(s) (n.)	врач
examination room(s) (n.)	смотровой кабинет
examine (v.)	осматривать
fatigue (n.)	утомляемость
fever(s) (n.)	высокая температура
headache(s) (n.)	головная боль
illness (n.)	болезнь
irritable (adj.)	раздражительный
irritability (n.)	раздражительность
itch (n.)	зуд
landlord(s) (n.)	домовладелец
lead (n.)	свинец
learn (v.)	учиться
mysterious (adj.)	таинственный
nausea (n.)	тошнота
nauseated (adj.)	испытывающий тошноту
pain(s) (n.)	боль
poison (v.)	отравляться
rash(es) (n.)	сыпь
remove (v.)	удалять
scream (v.)	кричать
sick (adj.)	больной
sneeze (v.)	чихать
sore (adj.)	болезненный
soreness (n.)	болезненность
sore throat(s) (n.)	больное горло
stomachache(s) (n.)	боль в животе
symptom(s) (n.)	симптом
test (v.)	проходить анализ
test (n.)	анализ
tired (adj.)	усталый
vomit (v.)	рвать

3 Making Water Safe to Drink

baby(ies) (n.)	ребенок
bottle(s) (n.)	бутылка
breakfast(s) (n.)	завтрак
butter (n.)	сливочное масло
certified (adj.)	аттестованный
collect (v.)	собирать
corrosive (adj.)	коррозионный
cost (v.)	стоить
determine (v.)	определять
dollar(s) (n.)	доллар
drink (v.)	пить
eat (v.)	есть
expensive (adj.)	дорогостоящий
faucet(s) (n.)	кран
fill (v.)	наполнять
flush (v.)	смывать
fruit (n.)	фрукты
glass(es) (n.)	стакан
harm (v.)	наносить вред
health department(s) (n.)	отдел здравоохранения
hotline(s) (n.)	телефонная справка
hungry (adj.)	голодный
juice (n.)	сок
kitchen(s) (n.)	кухня
laboratory(ies) (n.)	лаборатория
lead (n.)	свинец
mail (v.)	отправлять по почте
milk (n.)	молоко
pipe(s) (n.)	труба
plumbing (n.)	водопроводная сеть
pregnant (adj.)	беременная
prevent (v.)	не допускать
risk (v.)	подвергаться риску
safe (adj.)	безопасный
sample(s) (n.)	проба
sink(s) (n.)	раковина
table(s) (n.)	стол

telephone(s) (n.)	телефон
test(s) (n.)	анализ
test (v.)	производить анализ
toast (n.)	поджаренный хлеб
waste (v.)	неэкономно расходовать
water (n.)	вода
water filter(s) (n.)	фильтр для воды
water supplier(s) (n.)	водоснабжающая организация

4 Preparing and Storing Food

absorb (v.)	поглощать
blood (n.)	кровь
calm (adj.)	невозмутимый
candy bar(s) (n.)	конфеты
carrot(s) (n.)	морковь
cook (v.)	готовить пищу
curious (adj.)	любопытный
dish(es) (n.)	посуда
dust (n.)	пыль
finger(s) (n.)	палец
French fry(ies) (n.)	картофель-«соломка», жареный во фритюре
fruit (n.)	фрукты
glaze(s) (n.)	глазурь
green pepper(s) (n.)	зеленый перец
grocery store (n.)	продуктовый магазин
handmade (adj.)	ручной работы
herb(s) (n.)	зелень
hungry (adj.)	голодный
imported (adj.)	импортный
invite (v.)	приглашать
junk food (n.)	неполноценная пища
lead (n.)	свинец
mouth(s) (n.)	рот
mug(s) (n.)	кружка
naturally (adv.)	естественно
neighbor(s) (n.)	сосед (-ка)

nutritious (adj.)	питательный
paint (n.)	краска
potato chip(s) (n.)	картофельные чипсы
prepare (v.)	готовить
raisin(s) (n.)	изюм
recipe(s) (n.)	кулинарный рецепт
soil (n.)	земля
spice(s) (n.)	приправа
stew(s) (n.)	тушеное кушанье
store (v.)	магазин
sweet potato(es) (n.)	сладкий картофель
tomato(es) (n.)	помидор
vegetable(s) (n.)	овощ
worry (v.)	волноваться

5 Avoiding Dangers in the Dirt

absorb (v.)	поглощать
animal(s) (n.)	животное
bother (v.)	*здесь:* разорять
bug(s) (n.)	насекомое
carrot(s) (n.)	морковь
chase (v.)	прогонять
chemical(s) (n.)	химикат
city(ies) (n.)	город
compost (n.)	компост
crop(s) (n.)	плод
danger (n.)	опасный
dig (v.)	копать
dirt (n.)	земля
environmental (adj.)	экологический
garden(s) (n.)	огород
grass (n.)	трава
grow (v.)	расти
hardware store(s) (n.)	хозяйственный магазин
harvest (v.)	собирать урожай
health department(s) (n.)	отдел здравоохранения

hoe(s) (n.)	мотыга
lead (n.)	свинец
leaf(ves) (n.)	лист
lettuce (n.)	салат-латук
plant (v.)	сажать
plant(s) (n.)	растение
polluted (adj.)	загрязненный
rake(s) (n.)	грабли
root(s) (n.)	корень
seed(s) (n.)	семя
shovel(s) (n.)	лопата
soil (n.)	почва
tomato(es) (n.)	помидор
tool(s) (n.)	инструмент
turnip(s) (n.)	репа
vegetable(s) (n.)	овощ
yard(s) (n.)	двор

6 Finding the Right Home

apartment(s) (n.)	квартира
available (adj.)	имеющийся в наличии
bedroom(s) (n.)	спальня
dining room(s) (n.)	столовая
electricity (n.)	электричество
family(ies) (n.)	семья
heat (n.)	отопление
kitchen(s) (n.)	кухня
landlord(s) (n.)	домовладелец
large (adj.)	большой
laundromat(s) (n.)	прачечная самообслуживания
lead (n.)	свинец
lease(s) (n.)	договор аренды
parking (n.)	автомобильная стоянка
rent (v.)	арендовать
residential (adj.)	жилой
security deposit(s) (n.)	залог
street(s) (n.)	улица

tenant(s) (n.)	жилец
transportation (n.)	транспорт
utility(ies) (n.)	коммунальные услуги

7 Identifying Household Hazards

build (v.)	строить
burn (v.)	получать ожог
cautious (adj.)	осторожный
chemical(s) (n.)	химикат
choke (v.)	давиться
dangerous (adj.)	опасный
door(s) (n.)	дверь
electrical (adj.)	электрический
fire(s) (n.)	пожар
floor(s) (n.)	пол
injury(ies) (n.)	травма
lead (n.)	свинец
modern (adj.)	современный
paint (n.)	краска
poison (v.)	отравляться
precaution(s) (n.)	меры предосторожности
radiator(s) (n.)	радиатор
railing(s) (n.)	перила
shock (v.)	получать электрический удар
stair(s) (n.)	лестница
suffocation(s) (n.)	удушье
toy(s) (n.)	игрушка
trim (n.)	отделка
vent(s) (n.)	отдушина
wall(s) (n.)	стена
window(s) (n.)	окно

8 Making Your Home Safe

adjust (v.)	регулировать
appliance(s) (n.)	бытовые приборы
ashtray(s) (n.)	пепельница
balcony(ies) (n.)	балкон
basement (n.)	подвальное помещение
bathtub (n.)	ванна
battery(ies) (n.)	батарея
bed (n.)	кровать
bedroom (n.)	спальня
block (v.)	блокировать
build (v.)	строить
burn (v.)	получать ожог
careless (adj.)	небрежный
chemical(s) (n.)	химикат
cigarette(s) (n.)	сигарета
dangerous (adj.)	опасный
door(s) (n.)	дверь
electrical (adj.)	электрический
firearm(s) (n.)	огнестрельное оружие
floor(s) (n.)	пол
furniture (n.)	мебель
hair dryer(s) (n.)	фен
heater(s) (n.)	нагревательный прибор
lamp(s) (n.)	лампа
lead (n.)	свинец
medicine(s) (n.)	лекарство
paint (n.)	краска
poison (v.)	отравляться
porch(s) (n.)	веранда
prevent (v.)	предотвращать
radio(s) (n.)	радио
railing(s) (n.)	перила
reach (v.)	доставать
safe (adj.)	безопасный
scald (v.)	обжигать
screen(s) (n.)	сетка на дверь

shock (v.)	получить электрический удар
smoke detector(s) (n.)	индикатор дыма
stair(s) (n.)	лестница
temperature(s) (n.)	температура
thermometer(s) (n.)	термометр
toy(s) (n.)	игрушка
trim (n.)	отделка
vent(s) (n.)	отдушина
vitamin(s) (n.)	витамин
wall(s) (n.)	стена
window(s) (n.)	окно

9 Renovating Your Home

absorption (n.)	поглощение
assure (v.)	уверять
bathroom(s) (n.)	ванная
bedroom(s) (n.)	спальня
behavior (n.)	поведение
cabinet(s) (n.)	шкаф
carpet(s) (n.)	ковер
complain (v.)	жаловаться
contaminated (adj.)	загрязненный
contractor(s) (n.)	подрядчик
cover (v.)	покрывать
dispose (v.)	устранять
door(s) (n.)	дверь
drape(s) (n.)	портьера
dust (n.)	пыль
fume(s) (n.)	испарения
furniture (n.)	мебель
hazard(s) (n.)	опасность
hinge(s) (n.)	дверная петля
kitchen(s) (n.)	кухня
lead (n.)	свинец

lead poisoning (n.)	отравление свинцом
magazine(s) (n.)	журнал
neighborhood(s) (n.)	микрорайон
original (adj.)	первоначальный
paint (n.)	краска
paneling (n.)	панели
park(s) (n.)	парк
permanent (adj.)	постоянный
remove (v.)	удалять
renovate (v.)	реконструировать
renovation(s) (n.)	реконструкция
repair (v.)	ремонтировать
repair(s) (n.)	ремонт
replace (v.)	заменять
respirator(s) (n.)	респиратор
sand (v.)	шлифовать
scrape (v.)	скоблить
sheet rock (n.)	облицовочные плиты из камня
sick (adj.)	больной
stomachache(s) (n.)	боль в животе
symptom(s) (n.)	симптом
tile(s) (n.)	кафель
utensil(s) (n.)	кухонная посуда
wallpaper (n.)	обои
waste (n.)	отходы
window(s) (n.)	окно
wrap (v.)	оборачивать
yard(s) (n.)	двор

Glossary of Terms (Spanish)

1 Going to the Doctor

absorb (v.)	absorber (v.)
blood (n.)	sangre (s.)
body(ies) (n.)	cuerpo (s.)
brain(s) (n.)	cerebro (s.)
checkup(s) (n.)	examen de rutina (s.)
cling (v.)	pegarse (v.)
cough (v.)	toser (v.)
crumble (v.)	desmoronarse (v.)
current (adj.)	actual (adj.)
dangerous (adj.)	peligroso (adj.)
dirt (n.)	suciedad (s.)
dust (n.)	polvo (s.)
empty (adj.)	vacío (adj.)
examining room(s) (n.)	sala de examen (s.)
finger(s) (n.)	dedo (s.)
furniture (n.)	mueble (s.)
healthy (adj.)	saludable (adj.)
health clinic(s) (n.)	clínica médica (s.)
high (adj.)	alto (adj.)
immunization(s) (n.)	inmunización (s.)
kidney(s) (n.)	riñón (s.)
lead (n.)	plomo (s.)
lead poisoning (n.)	envenenamiento por plomo (s.)
low (adj.)	bajo (adj.)
mop(s) (n.)	trapeador (s.)
mop (v.)	trapear (v.)

mouth(s) (n.)	boca (s.)
nutritious (adj.)	nutritivo (adj.)
paint (n.)	pintura (s.)
peeling (adj.)	descascarado (adj.)
recommend (v.)	recomendar (v.)
recover (v.)	recuperar(se) (v.)
safe (adj.)	sin peligro
scatter (v.)	dispersas (v.).
sneeze (v.)	estornudar (v.).
stethoscope(s) (n.)	estetoscopio (s.)
stomach(s) (n.)	estómago (s.)
test (v.)	examinar (v.)
vacuum (v.)	aspirar (v.)
wash (v.)	lavar (v.)
window(s) (n.)	ventana (s.)
wipe (v.)	limpiar (v.)
worry (v.)	preocuparse (v.)
yard(s) (n.)	patio (s.)

2 Identifying Symptoms of Illness

ache(s) (n.)	dolor (s.)
ache (v.)	doler (v.)
blood (n.)	sangre (s.)
check (v.)	verificar (v.)
checkup(s) (n.)	examen de rutina (s.)
complain (v.)	quejarse (v.)
contact (v.)	comunicarse (v.)
cough (v.)	toser (v.)
cover (v.)	cubrir (v.)
cramp(s) (n.)	calambre (s.)
dangerous (adj.)	peligroso (adj.)
demanding (adj.)	exigente (adj.)
diagnosis(ses) (n.)	diagnóstico (s.)

diarrhea (n.)	diarrea (s.)
disease(s) (n.)	enfermedad (s.)
dizzy (adj.)	mareado (adj.)
dizziness (n.)	mareo, vértigo (adj.)
doctor(s) (n.)	médico (s.)
examination room(s) (n.)	sala de examen (s.)
examine (v.)	examinar (v.)
fatigue (n.)	fatiga (s.)
fever(s) (n.)	fiebre (s.)
headache(s) (n.)	dolor de cabeza (s.)
illness (n.)	enfermedad (s.)
irritable (adj.)	irritable (adj.)
irritability (n.)	irritabilidad (s.)
itch (n.)	comezón (s.)
landlord(s) (n.)	dueño de casa (s.)
lead (n.)	plomo (s.)
learn (v.)	aprender (v.)
mysterious (adj.)	misterioso (adj.)
nausea (n.)	náuseas (s.)
nauseated (adj.)	náuseas (s.)
pain(s) (n.)	dolor (s.)
poison (v.)	envenenar(se) (v.)
rash(es) (n.)	brote, sarpullido (s.)
remove (v.)	quitar (v.)
scream (v.)	gritar (v.)
sick (adj.)	enfermo (adj.)
sneeze (v.)	estornudar (v.)
sore (adj.)	adolorido (adj.)
soreness (n.)	dolor (s.)
sore throat(s) (n.)	dolor de garganta (s.)
stomachache(s) (n.)	dolor de estómago (s.)
symptom(s) (n.)	síntoma (s.)
test (v.)	examinar (v.)
test (n.)	examen (s.)
tired (adj.)	cansado (adj.)
vomit (v.)	vomitar, trasbocar (v.)

3 Making Water Safe to Drink

baby(ies) (n.)	bebé (s.)
bottle(s) (n.)	botella (s.)
breakfast(s) (n.)	desayuno (s.)
butter (n.)	mantequilla (s.)
certified (adj.)	certificado (adj.)
collect (v.)	sacar una muestra (v.)
corrosive (adj.)	corrosivo (adj.)
cost (v.)	costar (v.)
determine (v.)	determinar (v.)
dollar(s) (n.)	dólar (s.)
drink (v.)	beber, tomar (v.)
eat (v.)	comer (v.)
expensive (adj.)	costoso (adj.)
faucet(s) (n.)	grifo del agua (s.)
fill (v.)	llenar (v.)
flush (v.)	descargar (v.)
fruit (n.)	fruta (s.)
glass(es) (n.)	vaso (s.)
harm (v.)	hacer daño (v.)
health department(s) (n.)	departamento de salud (s.)
hotline(s) (n.)	línea directa (s.)
hungry (adj.)	hambre (s.)
juice (n.)	jugo (s.)
kitchen(s) (n.)	cocina (s.)
laboratory(ies) (n.)	laboratorio (s.)
lead (n.)	plomo (s.)
mail (v.)	enviar por correo (v.)
milk (n.)	leche (s.)
pipe(s) (n.)	tubos (s.)
plumbing (n.)	tuberías (s.)
pregnant (adj.)	embarazada (adj.)
prevent (v.)	prevenir (v.)
risk (v.)	arriesgar (v.)
safe (adj.)	inocuo (adj.)
sample(s) (n.)	muestra (s.)
sink(s) (n.)	lavamanos, fregadero (s.)

table(s) (n.)	mesa (s.)
telephone(s) (n.)	teléfono (s.)
test(s) (n.)	examen (s.)
test (v.)	examinar (v.)
toast (n.)	tostada (s.)
waste (v.)	desperdicio (v.)
water (n.)	agua (s.)
water filter(s) (n.)	filtro de agua (s.)
water supplier(s) (n.)	proveedor de agua (s.)

4 Preparing and Storing Food

absorb (v.)	absorber (v.)
blood (n.)	sangre (s.)
calm (adj.)	tranquillo (adj.)
candy bar(s) (n.)	dulce (s.)
carrot(s) (n.)	zanahoria (s.)
cook (v.)	cocinar (v.)
curious (adj.)	curioso (adj.)
dish(es) (n.)	plato (s.)
dust (n.)	polvo (s.)
finger(s) (n.)	dedo (s.)
French fry(ies) (n.)	papas fritas (s.)
fruit (n.)	fruta (s.)
glaze(s) (n.)	pintura (s.)
green pepper(s) (n.)	pimentón verde (s.)
grocery store (n.)	mercado (s.)
handmade (adj.)	hecho a mano
herb(s) (n.)	hierba (s.)
hungry (adj.)	hambre (s.)
imported (adj.)	importado (adj.)
invite (v.)	invitar (v.)
junk food (n.)	golosina (s.)
lead (n.)	plomo (s.)
mouth(s) (n.)	boca (s.)
mug(s) (n.)	taza (s.)

naturally (adv.)	naturalmente (adv.)
neighbor(s) (n.)	vecino (s.)
nutritious (adj.)	nutritivo (adj.)
paint (n.)	pintura (s.)
potato chip(s) (n.)	papas fritas (s.)
prepare (v.)	preparar (v.)
raisin(s) (n.)	uvas pasas (s.)
recipe(s) (n.)	receta (s.)
soil (n.)	tierra (s.)
spice(s) (n.)	especias (s.)
stew(s) (n.)	cocido (s.)
store (v.)	guardar (v.)
sweet potato(es) (n.)	batata (s.)
tomato(es) (n.)	tomate (s.)
vegetable(s) (n.)	verdura, hortaliza (s.)
worry (v.)	preocuparse (v.)

5 Avoiding Dangers in the Dirt

absorb (v.)	absorber
animal(s) (n.)	animal (s.)
bother (v.)	dañar (v.)
bug(s) (n.)	insecto (v.)
carrot(s) (n.)	zanahoria (s.)
chase (v.)	espantar (v.)
chemical(s) (n.)	sustancia química (s.)
city(ies) (n.)	ciudad (s.)
compost (n.)	mantillo (s.)
crop(s) (n.)	cultivo (s.)
danger (n.)	peligro (s.)
dig (v.)	abrir (la tierra) (v.)
dirt (n.)	tierra (s.)
environmental (adj.)	ambiental (adj.)
garden(s) (n.)	huerta (s.)
grass (n.)	pasto (s.)
grow (v.)	crecer (v.)
hardware store(s) (n.)	ferretería (s.)

harvest (v.)	cosechar (v.)
health department(s) (n.)	departamento de salud (s.)
hoe(s) (n.)	azadón (s.)
lead (n.)	plomo (s.)
leaf(ves) (n.)	hoja (s.)
lettuce (n.)	lechuga (s.)
plant (v.)	sembrar (v.)
plant(s) (n.)	planta (s.)
polluted (adj.)	contaminado (adj.)
rake(s) (n.)	rastrillo (s.)
root(s) (n.)	raíz (s.)
seed(s) (n.)	semilla (s.)
shovel(s) (n.)	pala (s.)
soil (n.)	tierra (s.)
tomato(es) (n.)	tomate (s.)
tool(s) (n.)	herramienta (s.)
turnip(s) (n.)	nabo (s.)
vegetable(s) (n.)	hortaliza (s.)
yard(s) (n.)	patio (s.)

6 Finding the Right Home

apartment(s) (n.)	apartamento (s.)
available (adj.)	disponible (adj.)
bedroom(s) (n.)	cuarto (s.)
dining room(s) (n.)	comedor (s.)
electricity (n.)	electricidad (s.)
family(ies) (n.)	familia (s.)
heat (n.)	calefacción (s.)
kitchen(s) (n.)	cocina
landlord(s) (n.)	dueño de casa (s.)
large (adj.)	grande (adj.)
laundromat(s) (n.)	lavandería (s.)
lead (n.)	plomo (s.)
lease(s) (n.)	contrato de alquiler (s.)
parking (n.)	parqueo (s.)
rent (v.)	alquilar (v.)
residential (adj.)	residencial (adj.)

security deposit(s) (n.)	depósito de garantía (s.)
street(s) (n.)	calle (s.)
tenant(s) (n.)	inquilino (s.)
transportation (n.)	transporte (s.)
utility(ies) (n.)	servicios públicos (s.)

7 Identifying Household Hazards

build (v.)	construir (v.)
burn (v.)	quemar(se) (v.)
cautious (adj.)	cuidadoso (adj.)
chemical(s) (n.)	sustancias químicas (s.)
choke (v.)	atorarse (v.)
dangerous (adj.)	peligroso (adj.)
door(s) (n.)	puerta (s.)
electrical (adj.)	eléctrico (adj.)
fire(s) (n.)	fuego (s.)
floor(s) (n.)	piso (s.)
injury(ies) (n.)	herida (s.)
lead (n.)	plomo (s.)
modern (adj.)	moderno (adj.)
paint (n.)	pintura (s.)
poison (v.)	envenenarse (v.)
precaution(s) (n.)	precaución (s.)
radiator(s) (n.)	calentador (s.)
railing(s) (n.)	baranda (s.)
shock (v.)	choque eléctrico (s.)
stair(s) (n.)	escalera (s.)
suffocation(s) (n.)	asfixia (s.)
toy(s) (n.)	juguete (s.)
trim (n.)	borde de madera (s.)
vent(s) (n.)	registro de ventilación (s.)
wall(s) (n.)	pared (s.)
window(s) (n.)	ventana (s.)

8 Making Your Home Safe

adjust (v.)	graduar (v.)
appliance(s) (n.)	aparato electrodoméstico (s.)
ashtray(s) (n.)	cenicero (s.)
balcony(ies) (n.)	balcón (s.)
basement (n.)	sótano (s.)
bathtub (n.)	bañera (s.)
battery(ies) (n.)	pila (s.)
bed (n.)	cama (s.)
bedroom (n.)	cuarto (s.)
block (v.)	obstruir (v.)
build (v.)	construir (v.)
burn (v.)	quemar(se) (v.)
careless (adj.)	descuidado (adj.)
chemical(s) (n.)	sustancia química (s.)
cigarette(s) (n.)	cigarrillo (s.)
dangerous (adj.)	peligroso (adj.)
door(s) (n.)	puerta (s.)
electrical (adj.)	eléctrico (adj.)
firearm(s) (n.)	arma de fuego (s.)
floor(s) (n.)	piso
furniture (n.)	mueble (s.)
hair dryer(s) (n.)	secador de pelo (s.)
heater(s) (n.)	calentador (s.)
lamp(s) (n.)	lámpara (s.)
lead (n.)	plomo (s.)
medicine(s) (n.)	medicamento (s.)
paint (n.)	pintura (s.)
poison (v.)	envenenar(se) (v.)
porch(s) (n.)	pórtico (s.)
prevent (v.)	prevenir
radio(s) (n.)	radio (s.)
railing(s) (n.)	baranda (s.)
reach (v.)	alcanzar (v.)
safe (adj.)	seguro (adj.)
scald (v.)	quemarse (v.)
screen(s) (n.)	malla de alambre (s.)

shock (v.)	choque eléctrico (s.)
smoke detector(s) (n.)	detector de humo (s.)
stair(s) (n.)	escalera (s.)
temperature(s) (n.)	temperatura (s.)
thermometer(s) (n.)	termómetro (s.)
toy(s) (n.)	juguete (s.)
trim (n.)	borde de madera (s.)
vent(s) (n.)	registro de ventilación (s.)
vitamin(s) (n.)	vitamina (s.)
wall(s) (n.)	pared (s.)
window(s) (n.)	ventana (s.)

9 Renovating Your Home

absorption (n.)	absorción (s.)
assure (v.)	asegurar (v.)
bathroom(s) (n.)	baño (s.)
bedroom(s) (n.)	cuarto (s.)
behavior (n.)	comportamiento (s.)
cabinet(s) (n.)	gabinete (s.)
carpet(s) (n.)	alfombra (s.)
complain (v.)	quejarse (v.)
contaminated (adj.)	contaminado (adj.)
contractor(s) (n.)	contratista (s.)
cover (v.)	cubrir (v.)
dispose (v.)	desechar (v.)
door(s) (n.)	puerta (s.)
drape(s) (n.)	cortina (s.)
dust (n.)	polvo (s.)
fume(s) (n.)	vapores (s.)
furniture (n.)	mueble (s.)
hazard(s) (n.)	peligro (s.)
hinge(s) (n.)	bisagra (s.)
kitchen(s) (n.)	cocina (s.)
lead (n.)	plomo (s.)
lead poisoning (n.)	envenenamiento por plomo (s.)
magazine(s) (n.)	revista (s.)

neighborhood(s) (n.)	vecindario (s.)
original (adj.)	original (adj.)
paint (n.)	pintura (s.)
paneling (n.)	enchapado (s.)
park(s) (n.)	parque (s.)
permanent (adj.)	permanente (adj.)
remove (v.)	quitar (v.)
renovate (v.)	renovar (v.)
renovation(s) (n.)	renovación (s.)
repair (v.)	reparar (v.)
repair(s) (n.)	reparación (s.)
replace (v.)	remplazar (v.)
respirator(s) (n.)	respirador (s.)
sand (v.)	lijar (v.)
scrape (v.)	raspar (v.)
sheet rock (n.)	lámina de yeso (s.)
sick (adj.)	enfermo (adj.)
stomachache(s) (n.)	dolor de estómago (s.)
symptom(s) (n.)	síntoma (s.)
tile(s) (n.)	baldosa (s.)
utensil(s) (n.)	utensilio (s.)
wallpaper (n.)	papel de colgadura (s.)
waste (n.)	desperdicio (s.)
window(s) (n.)	ventana (s.)
wrap (v.)	envolver (s.)
yard(s) (n.)	patio (s.)

Sự Bắt Đầu Lành Mạnh: Gia Đình An Toàn Không Bị Chất Chì

Glossary of Terms (Vietnamese)

1 Going to the Doctor

absorb (v.)	thấm vào
blood (n.)	máu
body(ies) (n.)	thân thể
brain(s) (n.)	óc, não
check up(s) (n.)	sự khám nghiệm
cling (v.)	bám vào, dính vào
cough (v.)	ho
crumble (v.)	tróc, lở thành mảnh vụn
current (adj.)	hiện thời
dangerous (adj.)	nguy hiểm
dirt (n.)	đất
dust (n.)	bụi
empty (adj.)	trống rỗng
examining room(s) (n.)	phòng khám nghiệm
finger(s) (n.)	ngón tay
furniture (n.)	bàn ghế
healthy (adj.)	khoẻ mạnh
health clinic(s) (n.)	bệnh viện, cơ quan y tế
high (adj.)	cao
immunization(s) (n.)	sự tiêm chủng
kidney(s) (n.)	thận
lead (n.)	chì
lead poisoning (n.)	chứng ngộ độc chì
low (adj.)	thấp
mop(s) (n.)	đồ chùi nhà có cán dài
mop (v.)	lau, chùi nhà

mouth(s) (n.)	miệng
nutirious (adj.)	bổ dưỡng
paint (n.)	sơn
peeling (adj.)	tróc
recommend (v.)	khuyên bảo, đề nghị
recover (v.)	bình phục
safe (adj.)	an toàn
scatter (v.)	phân tán
sneeze (v.)	hắt hơi, nhảy mũi
stethoscope(s) (n.)	ống chẩn bệnh
stomach(s) (n.)	bao tử
test (v.)	thử nghiệm
vacuum (v.)	hút bụi
wash (v.)	rửa
window(s) (n.)	cửa sổ
wipe (v.)	lau, chùi
worry (v.)	lo lắng
yard(s) (n.)	sân

2 Identifying Symptoms of Illness

ache(s) (n.)	sự đau nhức
ache (v.)	bị đau
blood (n.)	máu
check (v.)	kiểm soát
checkup(s) (n.)	sự khám nghiệm
complain (v.)	than phiền
contact (v.)	liên lạc
cough (v.)	ho
cover (v.)	bao phủ, che
cramp(s) (n.)	chứng chuột rút
dangerous (adj.)	nguy hiểm
demanding (adj.)	đòi hỏi
diagnosis(ses) (n.)	sự chẩn đoán

diarrhea (n.)	tiêu chảy
disease(s) (n.)	bệnh tật
dizzy (adj.)	bị chóng mặt
dizziness (n.)	chứng chóng mặt
doctor(s) (n.)	bác sĩ
examination room(s) (n.)	phòng khám bệnh
examine (v.)	khám bệnh
fatigue (n.)	sự mệt mỏi
fever(s) (n.)	cơn sốt
headaches(s) (n.)	chứng nhức đầu
illness(n.)	bệnh
irritable (adj.)	dễ cảm ứng
irritability (n.)	tính cảm ứng
itch (n.)	ngứa
landlord(s) (n.)	chủ nhà
lead (n.)	chì
learn (v.)	học hỏi
mysterious (adj.)	khó giải thích
nausea (n.)	sự buồn nôn
nauseated (adj.)	bị buồn nôn
pain(s) (n.)	đau đớn
poison (v.)	bị ngộ độc
rash(es) (n.)	chứng phát ban
remove (v.)	lấy đi
scream (v.)	la hét
sick (adj.)	đau ốm
sneeze (v.)	hắt hơi, nhấy mũi
sore (adj.)	đau đớn
soreness (n.)	sự đau đớn
sore throat(s) (n.)	đau cuống họng
stomachache(s) (n.)	đau bụng
symptom(s) (n.)	triệu chứng
test (v.)	thử nghiệm
test (n.)	sự thử nghiệm
tired (adj.)	mệt mỏi
vomit (v.)	nôn mữa

3 Making Water Safe to Drink

baby(ies) (n.)	trẻ thơ
bottle(s) (n.)	chai lọ
breakfast(s) (n.)	bữa ăn sáng
butter (n.)	bơ
certified (adj.)	được chứng nhận
collect (v.)	thu lượm
corrosive (adj.)	gặm mòn
cost (v.)	tốn
determine (v.)	xác định
dollar(s) (n.)	mỹ kim
drink (v.)	uống
eat (v.)	ăn
expensive (adj.)	đắt tiền
faucet(s) (n.)	vòi nước
fill (v.)	rót đầy
flush (v.)	giội nước cho sạch
fruit (n.)	trái cây
glass(es) (n.)	ly
harm (v.)	làm hại
health department(s) (n.)	bộ y tế
hotline(s) (n.)	đường giây nói đặc biệt
hungry (adj.)	đói bụng
juice (n.)	nước trái cây
kitchen(s) (n.)	bếp
laboratory(ies) (n.)	phòng thí nghiệm
lead (n.)	chì
mail (v.)	gởi
milk (n.)	sữa
pipe(s) (n.)	đường ống
plumbing (n.)	ống nước
pregnant (adj.)	mang thai
prevent (v.)	ngăn ngừa
risk (v.)	liều
safe (adj.)	an toàn
sample(s) (n.)	mẫu
sink(s) (n.)	bồn nước

table(s) (n.)	bàn
telephone(s) (n.)	điện thoại
test(s) (n.)	sự thử nghiệm
test (v.)	thử nghiệm
toast (n.)	bánh mì nướng
waste (v.)	uổng phí
water (n.)	nước
water filter(s) (n.)	đồ lọc nước
water supplier(s) (n.)	hãng cung cấp nước

4 Preparing and Storing Food

absorb (v.)	hút thu
blood (n.)	máu
calm (adj.)	bình tĩnh
candy bar(s) (n.)	thanh kẹo
carrot(s) (n.)	cà rốt
cook (v.)	nấu nướng
curious (adj.)	hiếu kỳ, tò mò
dish(es) (n.)	chén đĩa
dust (n.)	bụi
finger(s) (n.)	ngón tay
French fry(ies) (n.)	khoai tây chiên
fruit (n.)	trái cây
glaze(s) (n.)	nước men, nước bóng
green pepper(s) (n.)	ớt xanh
grocery store (n.)	cửa hàng thực phẩm
handmade (adj.)	làm bằng tay
herb(s) (n.)	thảo mộc
hungry (adj.)	đói
imported (adj.)	nhập cảng
invite (v.)	mời
junk food (n.)	đồ ăn vặt
lead (n.)	chì
mouth(s) (n.)	miệng
mug(s) (n.)	ly có tay cầm làm bằng đất hoặc kim loại
naturally (adv.)	tự nhiên

neighbor(s) (n.)	láng giềng, hàng xóm
nutritious (adj.)	bổ dưỡng
paint (n.)	sơn
potato chip(s) (n.)	khoai tây miếng sấy khô
prepare (v.)	sửa soạn
raisin(s) (n.)	nho khô
recipe(s) (n.)	công thức nấu ăn
soil (n.)	đất
spice(s) (n.)	đồ gia vị
stew(s) (n.)	món thịt hầm
store (v.)	cất, dự trữ, để dành
sweet potato(es) (n.)	khoai lang
tomato(es) (n.)	cà chua
vegetable(s) (n.)	rau cải
worry (v.)	lo lắng

5 Avoiding Dangers in the Dirt

absorb (v.)	hút thu
animal(s) (n.)	thú vật
bother (v.)	làm hại
bug(s) (n.)	côn trùng
carrot(s) (n.)	cà rốt
chase (v.)	đuổi
chemical(s) (n.)	chất hóa học
city(ies) (n.)	thành phố
compost (n.)	phân cây
crop(s) (n.)	rau cải, cây trái
danger (n.)	sự nguy hiểm
dig (v.)	đào
dirt (n.)	đất
environmental (adj.)	thuộc về môi sinh
garden(s) (n.)	vườn
grass (n.)	cỏ
grow (v.)	trồng trọt
hardware store(s) (n.)	tiệm bán đồ sắt, thép

harvest (v.)	mùa thâu hoạch
health department(s) (n.)	sở y tế
hoe(s) (n.)	cái cuốc
lead (n.)	chì
leaf(ves) (n.)	lá cây
lettuce (n.)	rau diếp
plant (v.)	trồng
plant(s) (n.)	cây
polluted (adj.)	bị ô nhiễm
rake(s) (n.)	cái cào
root(s) (n.)	rễ
seed(s) (n.)	hạt giống
shovel(s) (n.)	cái xẻng
soil (n.)	đất
tomato(es) (n.)	cà chua
tool(s) (n.)	dụng cụ, vật dụng
turnip(s) (n.)	củ cải tây
vegetable(s) (n.)	rau cải
yard(s) (n.)	sân

6 Finding the Right Home

apartment(s) (n.)	chung cư
available (adj.)	sẵn có để dùng
bedroom(s) (n.)	phòng ngủ
dining room(s) (n.)	phòng ăn
electricity (n.)	điện
family(ies) (n.)	gia đình
heat (n.)	suởi
kitchen(s) (n.)	bếp
landlord(s) (n.)	chủ nhà
large (adj.)	to lớn
laundromat(s) (n.)	tiệm giặt tự động
lead (n.)	chì
lease(s) (n.)	hợp đồng cho thuê
parking (n.)	chỗ đậu xe
rent (v.)	thuê muớn
residential (adj.)	thuộc về nhà ở

security deposit(s) (n.)	tiền đặt cọc bảo đảm
street(s) (n.)	đường
tenant(s) (n.)	người thuê nhà
transportation(n.)	phương tiện chuyên chở
utility(ies) (n.)	tiện ích

7 Identifying Household Hazards

build (v.)	xây
burn (v.)	phỏng
cautious (adj.)	cẩn thận
chemical(s) (n.)	chất hóa học
choke (v.)	nghẹn
dangerous (adj.)	nguy hiểm
door(s) (n.)	cửa
electrical (adj.)	thuộc về điện
fire(s) (n.)	hỏa hoạn
floor(s) (n.)	sàn nhà
injury(ies) (n.)	thương tích
lead (n.)	chì
modern (adj.)	mới, tân thời
paint (n.)	sơn
poison (v.)	bị độc
precaution(s) (n.)	sự đề phòng, dự phòng
radiator(s) (n.)	máy sưởi
railing(s) (n.)	tay vịn thang gác
shock (v.)	bị điện giật
stair(s) (n.)	cầu thang
suffocation(s) (n.)	sự ngộp thở, nghẹt thở
toy(s) (n.)	đồ chơi
trim (n.)	đường viền
vent(s) (n.)	lỗ thông hơi
wall(s) (n.)	tường vách
window(s) (n.)	cửa sổ

8 Making Your Home Safe

adjust (v.)	điều chỉnh
appliance(s) (n.)	đồ dùng
ashtray(s) (n.)	gạt tàn thuốc
balcony(ies) (n.)	bao lơn
basement (n.)	hầm nhà
bathtub (n.)	bốn tắm
battery(ies) (n.)	pin
bed (n.)	giường ngủ
bedroom (n.)	phòng ngủ
block (v.)	chặn
build (v.)	xây cất
burn (v.)	phỏng
careless (adj.)	sơ ý
chemical(s) (n.)	chất hóa học
cigarette(s) (n.)	thuốc lá
dangerous (adj.)	nguy hiểm
door(s) (n.)	cửa
electrical (adj.)	thuộc về điện
firearms(s) (n.)	súng
floor(s) (n.)	tầng nhà
furniture (n.)	bàn ghế
hair dryer(s) (n.)	máy sấy tóc
heater(s) (n.)	máy sưởi
lamp(s) (n.)	đèn bàn
lead (n.)	chì
medicine(s) (n.)	thuốc
paint (n.)	sơn
poison (v.)	bị ngộ độc
porch(s) (n.)	cổng ra vào
prevent (v.)	ngăn ngừa
radio(s) (n.)	radiô
railing(s) (n.)	tay vịn thang gác
reach (v.)	với tới
safe (adj.)	an toàn
scald (v.)	làm bỏng
screen(s) (n.)	màn che

shock (v.)	bị điện giật
smoke detector(s) (n.)	máy dõ khói
stair(s) (n.)	cầu thang
temperature(s) (n.)	nhiệt độ
thermometer(s) (n.)	cái đo nhiệt
toy(s) (n.)	đồ chơi
trim (n.)	đường viền
vent(s) (n.)	ống thoát hơi
vitamin(s) (n.)	vitamin
wall(s) (n.)	tường vách
window(s) (n.)	cửa sổ

9 Renovating Your Home

absorption (n.)	sự thấm vào
assure (v.)	đảm bảo
bathroom(s) (n.)	phòng tắm
bedroom(s) (n.)	phòng ngủ
behavior (n.)	thái độ
cabinet(s) (n.)	tủ treo
carpet(s) (n.)	thảm
complain (v.)	than phiền
contaminated (adj.)	bị ô nhiễm
contractor(s) (n.)	nhà thầu
cover (v.)	bao phủ, che
dispose (v.)	loại bỏ
door(s) (n.)	cửa
drape(s) (n.)	màn cửa
dust (n.)	bụi
fume(s) (n.)	khói
furniture (n.)	bàn ghế
hazard(s) (n.)	sự nguy hiểm
hinge(s) (n.)	bản lề
kitchen(s) (n.)	bếp
lead (n.)	chì
lead poisoning (n.)	chứng ngộ độc chì
magazine(s) (n.)	tạp chí
neighborhood(s) (n.)	láng giềng, hàng xóm

original (adj.)	đầu tiên
paint (n.)	sơn
paneling (n.)	ván
park(s) (n.)	công viên
permanent (adj.)	thường trực
remove (v.)	lấy đi
renovate (v.)	sửa chữa lại
renovation(s) (n.)	sự sửa chữa lại
repair (v.)	sửa chữa
repair(s) (n.)	sự sửa chữa
replace (v.)	thay thế
respirator(s) (n.)	mặt nạ phòng hơi độc
sand (v.)	đánh bóng
scrape (v.)	làm cho nhẵn
sheet rock (n.)	tấm ván để đóng tường
sick (adj.)	đau bịnh
stomachache(s) (n.)	chứng đau bụng
symptom(s) (n.)	triệu chứng
tile(s) (n.)	gạch vuông
utensil(s) (n.)	vật dụng
wallpaper (n.)	giấy dán tường
waste (n.)	đồ phế thải
window(s) (n.)	cửa sổ
wrap (v.)	gói
yard(s) (n.)	sân